

The BUSINESS EDUCATION World

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NO. 8
\$2 a Year

APRIL
1939

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The BUSINESS EDUCATION WORLD

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The Deadline

A DAY'S work planned—and finished! Those of us in the publishing business know that at a certain moment each day we have to meet a deadline. We cannot put off the solution of our problem until tomorrow. Of course, the solution we decide upon may not be an ideal one, but it is practical. Business is intensely practical, and we must constantly go forward, even though in so doing we make a few mistakes.

Is there a place for deadlines in business education?

A few days ago we received a request to publish a state commercial education association program which contained the following title of an address: "What Business Requires of Commercial Graduates."

For the past quarter of a century we have been listening to addresses on this subject.

If we were to take a vote of all the business teachers in the country as to how many of them do not know what business requires of the commercial graduate, what do you think would be the result?

If you were employing a teacher of business subjects, would you employ one who does not know what business requires of the commercial graduate?

Can't we have a deadline on this question, settle it once for all, and then go on from that point and devote our energies to improving the training of our students to meet these requirements?

Granted that business requirements are constantly changing, there is little excuse for this type of

address, because, as a rule, we do not get from it the changes in requirements that are taking place.

The other day we had a very interesting conference with a young graduate student who is gathering material for his doctor's dissertation. The dissertation is to be devoted to the statement of the issues in business education. He is consulting leaders in business education, so that his final statement of these issues will truly represent the best thinking available. He will do a fine job and will get his doctor's degree.

Then what? Can we wait until his findings are published?

We hope that he and other keen students will take a vow to meet some deadlines and solve these issues as well as define them.

This is not in any way an adverse criticism of the study that is being conducted, but, from our observation, far too many studies of this nature are not followed up to the point where deadlines are met and solutions found so that we may proceed to the next matter of importance in the improvement of business education.

Five years ago, when the BUSINESS EDUCATION WORLD first published its summer-session directory, the directory filled almost four pages. This issue carries twice as many pages of institutions offering summer-session courses in methods of teaching business education.

How many deadlines are going to be met in these courses this summer? How many issues are going to be opened up and problems stated and teachers sent

back to their classrooms at the end of the session with no practical solutions?

Some summer sessions, we know from personal observation, are really meeting deadlines and performing practical service to all their students; others, however, are woefully weak, mere imitations of the real thing.

Concern is expressed, and rightly so, over the achievement standards in shorthand and typewriting in many of our schools. Naturally, we should be dissatisfied with our achievements, for dissatisfaction is an essential beginning of better things. But does improvement depend upon the finding of a better method of teaching shorthand? No; it is merely a matter of meeting a deadline.

We now know all that we need to know about the teaching of shorthand, typewriting, or any other skill subject in business education to enable us to meet adequately the requirements of business for beginners in these subjects.

The reason that some of us do not attain higher standards in the teaching of shorthand is not because better methods of teaching shorthand have to be found; it is because we do not follow skill-building principles already available. We are simply refusing to benefit from what is already known, hoping possibly that tomorrow may bring forth some other method that will catch our fancy and cause us to throw overboard the incorrect procedures we are following.

Regardless of what we are teaching, let's use the *deadline* as a spur to goad us on to definite daily accomplishment.

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The Vocational Issue In Business Education

HOWARD A. CAMPION

SHALL commercial education in the secondary school be vocational?

Yes, the issue is still a live one. There are still some conflicting points of view—still some heated arguments when the pros and cons gather around the luncheon table or fight it out on the golf course on Saturday morning. The Committee on Orientation of the Department of Secondary School Principals started something when, in their report of 1936, they questioned the place and nature of vocational education. And the end is not yet!

I, for one, am ready to reverse, or, at least, modify my position of a few years ago, when I stated in print and from the platform that the high school was too early for specialized terminal vocational education. At that time several factors strengthened the theory that a training program leading directly to employment should properly be placed in the period following high school graduation; that is, in the junior college and in special commercial classes on the graduate level, preferably in special vocational schools.

Those factors are still present and must be considered in educational planning, but there are other conditions of a very practical nature that have escaped our

notice or to which we have deliberately closed our eyes. In our zeal to develop a universal education and to make of it a very "progressive" program, we have been guilty of some first-class wishful thinking. Let us examine some of the arguments we used for pushing the occupational preparation up and out of the high school.



HOWARD A. CAMPION

The period of school attendance is being lengthened for all pupils; and, with the modern conception of universal secondary education, the primary purpose of the high school is the development of common abilities that

will fit pupils for life in society and also fit them for citizenship in a democracy.

There are at least two fallacies in that statement. The first is the assumption that the period of school attendance is being sufficiently lengthened to permit vocational training for all in the years following high school graduation. This is a beautiful ideal, and the day may come when all our youth will be retained in school through fourteen years of educational work. That day, however, is not yet here.

A recent careful check of graduates of the past three semesters in seven Los Angeles high schools revealed that only

a small number of those graduates have attended any other school since leaving high school. In one school, where college preparatory work is emphasized, 39 per cent of the graduates have entered the university, junior college, trade school, or special business school, public or private. In another school, the number was only 7 per cent of the graduates. The average for the seven schools was about 20 per cent.

For four out of every five graduates, the high school was the final contact with organized education. This is not a condition that prevails in California alone. A recent survey of vocational education made by the writer in Essex County, New Jersey, revealed that, with the exception of a few wealthy school districts, not over 20 or 25 per cent of the high school graduates went on to other schools. Similar conditions exist in every part of the country.

The second fallacy in the foregoing statement is the implied opinion that training for citizenship and life in society cannot be combined with vocational education. This error is so obvious as to require little discussion here. It is evident that an important, if not the most significant, part of "life in society" is concerned with economic affairs. It is equally evident that the most powerful motivating force for learning, both general and specific, is the job incentive. The vocational objective is the most real and the most dynamic of all the interests of youth.

Employment opportunities are no longer available to very young persons. Entrance to the world of work is being delayed to an age of greater maturity.

This statement is closer to the truth. It is more difficult for a youth of eighteen to obtain employment than it was in 1929 or 1919. But so is it more difficult for persons of all ages. The records of hundreds of schools from all parts of the country and from the junior divisions of state and other employment services indicate that many high school graduates are being absorbed directly into the business and industrial world.

We are in perfect agreement with those persons who object to dependence upon deferred values in vocational education. Im-

◆ **About Howard Campion:** Assistant superintendent of the Los Angeles Public Schools since 1934. Degrees from the University of California and the University of Southern California. A writer and national authority on vocational education, and founder of the Frank Wiggins Trade School. Now supervises that school, the Los Angeles Junior College, the Metropolitan Continuation School, twenty-four evening high schools, and all public vocational and commercial education in Los Angeles.

mediacy of application of skills and knowledge is important to the effective functioning of vocational preparation. It must be borne in mind, however, that the practical situation is one in which 80 per cent of our youth cannot wait for some later schooling for their vocational skills—simply because they never get to a higher school.

Changing occupational conditions make it impractical to train for definite vocational objectives, and we should confine the work of the high schools to providing the broad base or foundation for later specialization; or we should train only for large general employment fields or for groups or "families" of occupations.

This statement is good in theory, but in practice the person seeking employment is usually more successful if he has something specific or definite in the way of skills to offer an employer. We have too many Jacks-of-all-trades; too many who say, "I can do anything." An ability to do *something* well is what prepares the job seeker for the step over the threshold.

The high schools are not equipped to train individuals specifically for efficiency in the many different vocations.

Here, too, is more than a grain of truth. High schools are well equipped to train for secretarial and accounting positions, but, in general, are poorly provided with the means of conducting an effective program in merchandising and the distributive occupations. They not only lack the physical facilities, but they are without adequate curricula and properly trained teachers who have a background of practical experience.

More high school pupils find employment in selling and distributing goods and serv-

ices than in office occupations. This is a condition that presents a real challenge to educational planners, administrators, and to teacher-training institutions. It is not a situation that warrants throwing up our hands and admitting that vocational commercial training is impossible in the high school. It is possible to provide the needed facilities for business education just as it is to provide laboratories for science or auditoria for assemblies.

The most effective place to acquire vocational skills is on the job. In most cases, the high school can at best provide only pseudo situations.

Granted. But this is equally true of colleges and special schools. Some of our best vocational education will always be done in adult classes, occupational extension programs, apprenticeship training, and various types of training on the job. The fact still remains that a youth must get a start somewhere; he must get a foothold by actually obtaining a job before he can be given occupational extension training. This first job comes to him more easily if he has preliminary knowledge and ability that can be applied to a specific situation.

It appears, therefore, that business education on the high school level is justified for the large number of youth who will go no farther. The pendulum of thought swings from one extreme to another. In the earlier days of commercial education, the high school program was too narrowly vocational. Pupils who enrolled in the commercial curriculum often found themselves in a compartment shut off from the socializing and liberalizing influences of the rest of the school. Commercial education was in the high school, but not part of it.

During the ten years just past, the emphasis has swung in an opposite direction, until a year or so ago found us ready to oust the vocational incubus from the high school scene. Specialization has been frowned upon. The secondary school has placed emphasis upon social living and upon general adjustment to life situations. It has been successful in giving youth a new freedom and increased poise in dealing with human relations, but it has done so at the expense

of many specific skills. The new socialized institution has minimized the importance of specifics and, in the opinion of many, in so doing has left incomplete the task of making youth ready to meet the demands of employment.

So now we are ready for the pendulum to return, at least in part, from this extreme position. If the public schools are to help youth in making an occupational adjustment, the assistance must be provided in large part before high school graduation. Say what we will about the value of a general education, personality training, and "ability to meet life situations," the fact remains that the most important life situation for a youth is that of finding his place in the occupational world. No other motive approaches in importance the job motive for learning. Nearly everything the youth does will be colored by his ideals and ambitions for a place in the world of work.

There is a place in the educational system for both the special advanced vocational school and the vocational business curriculum in the high school. Part of the answer may lie in the extension of the high school to include the thirteenth and fourteenth years, as recommended in the Regents Study of Public Education in New York State. Part will be found in specialized high schools, such as those being developed in New York City, Newark, Baltimore, Chicago, Oakland, Los Angeles, and other large centers of population. For the average American city, however, we must still look to the high school for effective job preparation for a large part of our youth population. This is not a complete reversal of our stand of recent years. Neither is it a straddling of the issue. It is, rather, a common-sense recognition of facts as they are, and an admission that for many persons the high school is the "people's college." In it, if anywhere, will be done the educational work of occupational adjustment.

BENJAMIN J. KNAUSS, who retired January 25 from the position of city director of commercial studies for Chicago, has joined the faculty of DePaul University, Chicago. He will be in charge of methods courses in junior business training and arithmetic.



B.E.W.'s Department for Administrators
Harl R. Douglass, Editor

Adapting Business Education To Local Conditions

MARGUERITE D. FOWLER

THE revolutionary changes that have been occurring in business in recent years are having far-reaching effects on vocational life and should, therefore, be reflected in our training programs. The business office has not escaped mass-production and high-efficiency methods any more than has the factory.

Accompanying the changes in production methods are others resulting from legislative enactments, such as the Social Security Act. These changes require new types of record keeping, many of which are unlike those for which we previously trained. The result of these changes is a demand for the services of increasing numbers of clerks.

In addition, other jobs have developed, requiring the performance of tasks that are nonbookkeeping and nonstenographic in nature.

In many large offices, each employee performs a smaller variety of office duties than formerly, but he performs them more efficiently. Many of these workers need skills different from those provided for in the outmoded business-education courses developed some years ago. The assumption that training in bookkeeping and stenography is providing adequately for all the clerical needs of the modern office worker might well be questioned.

The curriculum chairman representing business education must be constantly mindful of the employment objective when selecting materials of instruction. He must be certain that the curriculum offered will fill the needs of business in the community, for it is there that employment will be sought by the graduates of the school.

In order to understand the needs of business, the curriculum chairman should confer frequently with many persons engaged in business. He should possess skill in the art of obtaining this knowledge, for he must interest businessmen in the schools before he can obtain the desired information from them.

He should be able to evaluate the information received, for it is his responsibility to differentiate between training that can be given on the job and that which should be given in the classroom. He must know the areas in which lie the greatest opportunities for office employment.

He must understand, also, the problems that may develop when curriculum changes are made, such as lack of money for equipment, lack of space, and a need for proper pupil guidance.

Co-operation of the administrative staff and of the pupils' parents must be obtained before the program can be successful.

A thorough study of the local business situation was made in Louisville, Kentucky. The first step was to acquaint ourselves with major changes that were occurring in business offices in Louisville and elsewhere. Extensive study included some of the literature of the field of business education, of office managers' associations, of government, of curriculum construction, and of general business. These sources indicated trends in business and in business education.

The second step was to study the needs and practices of those business offices in which our graduates were employed. It appeared necessary to obtain certain facts concerning the kinds of work in which em-

employees of local offices engage, and to determine the adequacy of our present course offerings in preparing our students for their occupational life.

Accurate information was needed, in a form that would lend itself to careful analysis. Proper procedure was discussed. The questionnaire method seemed best; but, knowing that business is flooded by questionnaires and that many executives view them with skepticism, we felt that their use should be limited.

We realized that here was an opportunity to bring to the attention of business executives some current problems that the secondary school of the community was seriously attempting to solve.

The personal conference, combined with the use of a simple questionnaire, was one procedure that was decided upon. Certain specific and identical questions were asked of all businessmen interviewed. Answers were recorded, on forms prepared for the purpose, by the school representative. By this method, direction was given to the interview and a minimum amount of time consumed.

The third step was to seek co-operation of local businessmen in the undertaking. The firms to be interviewed were selected with care so that they would represent varied types of business, both large and small companies, and, in most cases, modern offices and well-established firms with many years of experience in employing people.

Conferences were held, by appointment, in the offices of the companies.

The officials selected by the firms were persons who understood and could discuss office management and needs intelligently. Comments and suggestions were freely offered by these officials. Some of their suggestions were very valuable. Direct questions concerning a firm's policies were avoided, but such information was volunteered by many of the persons interviewed.

Included were such topics as employment standards, classification and placement of workers, skill required for certain positions, promotional opportunities offered by the firm, wages, pensions, age requirements, and dismissal.

◆ *About Mrs. Fowler:* Chairman of business education curriculum committee of Louisville Public Schools. LL.B. and B.S. in Education from University of Louisville. M. A. from University of Kentucky. President, Louisville Teachers Credit Union. Former president, Kentucky Business Education Association; vice-president, National Commercial Teachers Federation; secretary, Southern Business Education Association. Member of Phi Delta Delta, international honor fraternity for women lawyers. Has published several articles in professional magazines, as well as contributions to yearbooks of professional organizations.

Some of the businessmen became so interested in the survey that they asked permission to make suggestions and criticisms. Their comments were graciously received. It was apparent that those who criticized adversely did so with a desire to help.

After each conference, the comments were acknowledged by letter from the administrative offices of the schools.

The fourth step was the making of a very careful study of the data collected. Each questionnaire and report was studied separately. Later, all were combined and studied as a unit. After much deliberation, conclusions were reached and recommendations written. The history of the undertaking in its entirety was reproduced for further study of the curriculum committee and administrative officers. Because of lack of space, we omit reporting in detail on our findings.

The fifth step was the selection of subject matter that would produce the training needed as indicated by the survey. This major undertaking is still under way.

The survey indicates that we are over-training in at least one occupational field and, at the same time, failing to train for fields where there are greater employment opportunities.

Our beginners in business should have a broader understanding of business and office organization than formerly. Vocational skills must be of high quality. Students should have a constructive attitude towards business, and they should possess or develop those qualities that indicate pleasing personality.

While competition is keen, there are places for ambitious boys and girls. The majority of these youths will begin "at the

bottom" but will be permitted and encouraged to climb.

The survey indicated that the office practices in Louisville differ in many respects from those of some other communities. The policies of those firms studied, while not uniform, are dominated by local practices, which in some instances are traditional. This is an important fact for the guidance of the curriculum worker and one that can be learned only through a study of the locality in which the curriculum is to function.

Instructional materials used for training employees by some of the firms were contributed by these firms to the committee. These materials were studied and some of them were used.

Old instructional materials have not been rejected *in toto*, but they will be used only in so far as they contribute to the new clerical curriculum. The new courses are to parallel the requirements of business for office workers of this community. We believe that they will help to make the educational objective—vocational efficiency for today—achievable in a higher degree than formerly for a greater number of our graduates.

Comments by the Department Editor

IN recent years, the theory has been repeatedly advanced that the courses of study should be "adapted to local conditions and needs." The theory may be sound, but it is probable that most of those who have voiced it most dogmatically have not had a very definite concept of just what it meant nor how it would be actually employed in practice.

◆ **About Dr. Douglass, Department Editor:** Director of the division of education, University of North Carolina. Formerly professor of secondary education, University of Minnesota. Ph.D. from Leland Stanford University. Author of several texts on secondary school administration and more than one hundred articles. Dr. Douglass is Consultant of the American Youth Commission and the Educational Policies Commission.



In the "opinion" of the department editor, the following statements are probably true with respect to the adjusting of instruction in business education to local conditions and needs.

1. Local needs and conditions are likely to be pretty much the same, at least as far as they should influence the course of study, among 90 to 95 per cent of the communities in which schools are located, but some localities are significantly different from the others.

2. The product of the local school does not stay put but moves in large numbers to other communities. In large cities where more of them remain, conditions are complex and differ widely, so that training for all varieties of needs and conditions is not possible.

3. Because local needs and conditions are likely to be representative of those other communities, they should be studied by the curriculum maker and the teacher, and courses of study should be adapted to them.

4. The teacher of business education should keep constantly in touch with local practices and conditions in places where business graduates employ their training.

5. A survey of local business units may also serve to interest local businessmen and women in the work of the schools.—H.R.D.

Opinions of Administrators And Business Teachers

HARRISON H. VON COTT

New York State Supervisor of Junior High Schools

Instruction can best be adapted to local conditions and needs insofar as committees of teachers in their respective schools are encouraged to prepare outlines of work, or at least adapt outlines of work, to their own conditions and environmental attributes.

Composite Opinions of the Staffs of the Commercial Departments, Detroit Public Schools

The business-education curriculum should be developed in the light of occupational opportunities of your local community, its requirements, labor turnover, follow-up studies of former graduates, and job analysis.

B. W. SPENCER

*Head of Commercial Department, University
High School, Oakland, California*

Oakland is setting up this year a central co-ordinating committee representing all vocational education, including commercial. This committee, working in conjunction with the Federal Placement Bureau, is charged with the duty of keeping in touch with the local employment situation in all fields, by means of continuing surveys, and getting the results of their findings back into the hands of counselors and teachers in the school system. This co-ordinating committee will also serve as a bureau for personal consultation by any Oakland student who is seeking up-to-date information on job opportunities in all lines in the Oakland area.

ABEL HANSON

*Superintendent of Schools,
Carrollton, Illinois*

It seemed logical that one of the preliminary issues to be settled in revising the curriculum in the Carrollton High School was to what extent the present curriculum met or failed to meet local needs and conditions.

Accordingly, among other things, an examination of our graduate lists was begun with a view to discovering what percentage of them remained in the local community to earn their living after graduation. Some surprise was evidenced in finding that after four years, only 24 per cent remained in the community, and after eight years less than 20 per cent remained, and that the percentage remaining continued to taper downward as the number of years after graduation increased.

The conclusion drawn from the above facts was that less emphasis could be placed on local needs as a basis for curriculum revision, and that greater emphasis could be placed on the larger needs of a larger territory (say the Middle West) as a basis for reorganizing the high school curriculum. Obviously, if fully three-fourths of the graduates were destined to leave the community permanently, the expenditure of much time in revising the curriculum to meet local needs would be simply a matter of misplaced emphasis and misdirected energy.

GUSTAVE A. FEINGOLD

*Principal, Bulkeley High School,
Hartford, Connecticut*

I do not believe in adapting instruction to local conditions and needs at all. The American population is too mobile and business methods themselves change too frequently to justify the conditioning of our high school pupils for one particular job or one particular operation. This may be good for industrialists, but is not good for the children, nor is it fair to them.

Phi Theta Pi Elects Officers

PHI THETA PI, international commerce fraternity, now in its thirteenth year, with forty-five chapters in the United States and Canada, has announced the following new officers.

Grand President: Charles R. McCann, McCann School of business, Reading, Pennsylvania.

Grand Vice-President: Chad C. Newhouse, Metropolitan Business College, Seattle, Washington.

Grand Secretary: Richard Roth, Des Moines, Iowa.

Grand Historian: V. E. Jernigan, Smithdeal-Massey Business College, Richmond, Virginia.

Grand Treasurer and Editor of Symbol: E. O. Fenton, American Institute of Business, Des Moines, Iowa.

Chairman of the Board of Governors: E. C. Hinckley, L.D.S. Business College, Salt Lake City, Utah.



CHARLES R. MCCANN

THE fifth annual meeting of the National Association of School Secretaries will be held in San Francisco in conjunction with the National Education Association convention in July.

The officers of the Association are:

President: Louise H. Henderson, Cassidy School, Philadelphia.

Vice-President: Margaret V. Kernan, Salem, New Jersey.

Recording Secretary: Belle S. Kuehny, Los Angeles, California.

Corresponding Secretary: Eunice C. Bounds, Wilmington, Delaware.

Treasurer: Alice Teegarden, Dayton, Ohio.

Executive Committee: M. Alvina Carroll, Washington, D. C.; Helen M. Dean, Portland, Oregon; Mina Burnett, San Antonio, Texas; Ethel M. Spencer, Detroit, Michigan.

The Association publishes the *National Secretary* three times a year.

Commercial teachers interested in keeping in close touch with the opportunities within a school department for the practical training of their students will often find the *National Secretary* of great help. We hope that the two groups meeting in San Francisco this summer will get better acquainted with each other and work out some co-operative plan that will be to their mutual advantage.



KENNARD E. GOODMAN



ROBERT L. FAWCETT



WILLIAM WALTER



LAILA KILCHENSTEIN

Tri-State Meets This Month

THE spring meeting of the Tri-State Commercial Education Association will be held in the William Penn Hotel, Pittsburgh, Pennsylvania, April 14 and 15. The convention will open with a semi-formal party in the hotel ballroom, on April 14. Business sessions are planned for the next day, as follows:

9:30. Business meeting and election of officers.

10:00. Address by Hamden L. Forkner, associate professor in charge of commercial and vocational education, Teachers College, Columbia University.

11:00. Address by Henry G. Weaver, director of the customer research staff, General Motors Corporation, Detroit, Michigan.

12:30. Luncheon; address, "Europe in Transition," by Dr. James G. McDonald, president of the Brooklyn Institute of Arts and Sciences and chairman of the Foreign Policy Association.

The present officers of the Association are:

President: Kennard E. Goodman, John Hay High School, Cleveland, Ohio.

First Vice-President: Robert L. Fawcett, Peabody High School, Pittsburgh, Pennsylvania.

Second Vice-President: William Walter, Crafton High School, Pittsburgh, Pennsylvania.

Secretary: Laila M. P. Kilchenstein, Grove City College, Grove City, Pennsylvania.

Treasurer: Russell P. Bobbitt, Fifth Avenue High School, Pittsburgh, Pennsylvania.

Association committees for spring, 1939, are as follows:

Program Committee: Clyde E. Rowe, Schenley High School, Pittsburgh, *Chairman*; Richard Kluen, Robert Morris School of Business, Pittsburgh; Victor M. Rubert, Schenley High School, Pittsburgh; D. D. Lessenberry, University of Pittsburgh.

Party Committee: Hilda Murdock, Pittsburgh Academy, Pittsburgh, *Chairman*; Alan C. Lloyd,

High School, Munhall, Pennsylvania; Lelland Park DeWoody, High School, McKeesport, Pennsylvania; Frank F. Graham, High School, Beaver Falls, Pennsylvania; Walter M. Bishop, Central High School, Akron, Ohio; Alta L. Clayton, High School, Sistersville, West Virginia; Julia E. Thomas, Grace Martin's School, Pittsburgh, Pennsylvania.

Luncheon Committee: Theo. Woodward, Langley High School, Pittsburgh, *Chairman*; R. K. Saunders, Peabody High School, Pittsburgh; Mae LaMotte, John Hay High School, Cleveland; Mary Unikel, Fifth Avenue High School, Pittsburgh; Marie G. Culliton, Senior High School, Johnstown, Pennsylvania; Irma B. Lewis, Senior High School, Altoona, Pennsylvania; Agnes V. Cox, Union High School, Benwood, West Virginia.

Publicity Committee: T. B. Cain, West Virginia Business College, Clarksburg, West Virginia, *Chairman*; Harry E. Aseltine, West Technical High School, Cleveland; Gail Hemminger, Tyrone High School, Tyrone, Pennsylvania; Florence Weschler, Academy High School, Erie, Pennsylvania; C. H. Boylan, South Hills High School, Pittsburgh; Rose Walters, State Teachers College, Shippensburg, Pennsylvania; Virginia Fallon, High School, Monessen, Pennsylvania.

Exhibits Committee: R. L. Fawcett, Peabody High School, Pittsburgh, *Chairman*; Arthur E. Cole, Allegheny High School, Pittsburgh; C. H. Longenecker, Taylor Allderice High School, Pittsburgh; Forrest C. Henderson, Peabody High School, Pittsburgh; E. E. Spanabel, Holmes School, Pittsburgh; Margaret A. Hanrahan, Latimer Junior High School, Pittsburgh; Mrs. Josephine Pinkerton, Pinkerton's School, Pittsburgh.



RUSSELL P. BOBBITT



New Trends in the Teaching of Typewriting

JANE E. CLEM

THIS is a transitional period in typewriting. Not only are new methods evolving but old philosophies, thought to be long established, are proving to be fallacies or are being given a new interpretation. New learning cycles are being set up and new modes of application of the new thinking are being practiced.

Some educators in the field of typewriting have foreseen this period of transition. Others have suddenly realized it was upon them. The majority of the teachers of typewriting, content with their accustomed modes of doing and their seemingly fool-proof philosophy of thinking, do not realize the change that is taking place.

One of the most significant of these new trends is reflected in the attitude toward rhythm. Metronomic rhythm, a set pace in which equal time intervals separate all strokes, has been replaced to some extent by a new conception of rhythm. Rhythm is now interpreted to be a flow of writing in which the easy combinations are typed at a faster tempo than the hard combinations.

Difficult combinations within the word or a long sequence of letters, as in a long word, may retard the flow just as easy combinations can accelerate it. This fluctuation can be likened to a stream that flows smoothly and swiftly until it meets some obstruction that will slow it up until the interference has been passed and the former speed can be resumed. In walking or dancing, one does not make each step of the same length, yet there is a sequence or flow of movement that may be called rhythmic.

Uniformly metronomic rhythm is a fallacy. That has been known by scientists for some time, but the typewriting profession

has ignored it. Teachers have thus directed their typing students toward an impossible or unattainable goal. Metronomic rhythm is mechanical. It is an unnatural mode of stroking where maximum output is the objective. The new rhythm has cadence; it is smooth and fluent, even rippling.

This changed idea of rhythm has brought with it a changed idea in speed development. The student is encouraged to write at his optimum speed for part of the time from the very beginning of his course. There is less regimentation of the class into a set speed, as with the old metronomic rhythm idea. While the practice work of the class is directed, less of it is done from unison dictation. Students are told what to practice and how to practice it, and their work is supervised for the purpose of correcting technique. Students like to write fast and have that natural inclination from the beginning, even though they may make many inaccurate strokes.

The old idea of insistence upon slow, accurate, rhythmic writing from the beginning found expression in the familiar adage, "Never sacrifice accuracy for speed." It is now believed that speed of stroking should be established in the early lessons. Accuracy should be the final goal, to be attained by correct stroking technique, proper machine manipulation, correct posture, good habits of copy reading, and concentration of mind and effort. Professor D. D. Lessenberry, of the University of Pittsburgh, has paraphrased the frequently quoted "Get accuracy and speed will take care of itself," to read "Get speed and let accuracy come as a result of good work habits."

With these new ideas of rhythm and speed development, the typist's skillful writing vocabulary can be built up more quickly. The development of a rhythmic flow in writing the sequence of letters that make up a

combination or a word encourages the early formation of motion patterns, which are aids both to speed and accuracy.

From the beginning the writing is done in a flow or sequence of movement, with a relaxation period following each group. If the word to be practiced is long, it is broken up into two or more fingering-facility groups that are practiced as individual groups; then as combined wholes in word and sentence form. This kind of practice emphasizes the motion patterns used in writing words and facilitates the accurate automatization of the words. Thus speed may be emphasized from the beginning and slow stroking discouraged.

Many teachers actually prevent speed development by so overstressing slow, accurate writing in the beginning that slow writing becomes a habit. Efforts to develop speed later can accomplish little until the habit of slow writing has been broken. We well know that is a difficult task. Accuracy is a goal to be attained gradually, just as speed and fluency are attained. It is not an idealistic requirement set up at the beginning and faithfully maintained throughout the course.

For years there has been much talk about the importance of being relaxed while typing, but teachers have done little about it. In this new trend in the teaching of typewriting, relaxation is given a new significance and its use a new emphasis. Tenseness is known to be a great handicap in any activity. In typewriting, tenseness so limits the progress of the student that his learning cannot possibly reach the skill stage. Tenseness at the beginning is caused usually by overanxiety to succeed, and if it is not checked soon may develop into a habit that will make typewriting drudgery instead of a fascinating art.

Relaxed writing is more controlled and thus more rapid and accurate. Therefore, relaxation must not only be encouraged but *taught* with the keyboard learning. If a sufficiently slow metronomic rhythm is used, it is possible to learn to relax after each stroke.

If the fallacy of sustained metronomic rhythm is abandoned, it is possible to learn

◆ *About Jane Clem:* Head of typing department, State Teachers College, Whitewater, Wisconsin. Degrees from Illinois Wesleyan University and the University of Chicago. Has held office and chairmanships in the N.C.T.F. and is actively interested in several other professional organizations. Author of a typing book, tests, and many magazine articles. Has taught typing methods in summer session at Boston University. Hobbies: driving a car, movies, and travel.

to relax after each natural group of strokes. The strokes of such a facile group should flow in a sequence of movement with perfect relaxation after the space stroke. The time devoted to these relaxation periods will shorten as the student progresses, and his writing will become eventually a flow of motion characterized by ease and skill.

Students are taught how to analyze and evaluate their own work. The teacher should be prepared to suggest the needed remedial work. The problem of accuracy has become *what* errors have been made and *what* can be done to prevent them; not simply how many errors were made and how much shall the penalty be, followed by the injunction to write more slowly to prevent them. The student should know *why* each drill is used and *why* he must perform as directed; thus such knowledge will inspire him to cooperate with the teacher in all regular and remedial practice. This procedure will encourage the student's interest in his progress and prove to be an effective motivating device.

Erasing, once frowned upon, is now taught as something to be learned and skillfully used. While erasing need not be practiced with every error, early teaching of it will eliminate the curiosity of the student to see if he can "put it over" on the teacher. Erasing too early in the course, however, is wasteful of valuable practice time. It should be taught some time after the keyboard-learning work, and should be used regularly in situations where one would ordinarily employ it.

There is a decided trend away from the unintelligent use of speed tests on paragraph copy. Such tests, unwisely handled, contribute little toward speed development, and they may be time wasting. It is now

recognized that typewriting tests should test all phases of the typist's work—his knowledge as well as his skill. The speed test on paragraph copy tests only the operator's basic skill. His speed in typing letters and other practical papers can likewise be timed and tested.

Furthermore, we are only beginning to realize that those who first advocated "speed tests" did not think of them as tests in the pedagogical sense, but as pressure practice. The difficulty has been mainly our own failure to grasp the full implications of a sound teaching device.

There is still a decided trend toward personal-use typing. With these newer trends in teaching methods, the learning time for typewriting can be shortened greatly. This should provide a very practical one-year course that might be regarded as a personal-use course. Such a course should not be denied to any high school student. From this large group the superior students should

be encouraged to train for business. A limited number of superior students could be better trained and would have greater assurance of getting jobs.

Teachers are prone to be satisfied with the methods of teaching that they think have served them well year after year. So long as they feel that they have obtained results they cling to these old ideas. Who can blame them when no one ever really checks their teaching or results? It is true the horse and buggy "got us places," but the automobile and the airplane have practically eliminated the idea of distance.

With the pen it was possible to write twenty words a minute, but with the coming of the typewriter that rate has been doubled and tripled. New ideas and new methods in teaching may double and even triple the results obtained by old methods. It is this constant experimenting and seeking after the new that keeps interest alive in our profession.

New York State Vocational Association to Meet

A COMMERCIAL educator will preside at this year's convention of the New York State Vocational Association to be held at the Hotel Pennsylvania in New York City, April 12, 13, and 14. The president of this association is Alexander S. Massell, principal of the Central Commercial High School, New York City.

More business educators should take an

active part in vocational associations. Numerically and in other ways, the business-education group of subjects ranks first among the groups included in the term "vocational education." Yet the election of a commercial educator to the presidency of a vocational association is of such a rare occurrence that it warrants a brevity in this journal. We hope it will be otherwise in 1939.

Clyde W. Humphrey Joins Staff of Publishing Company

THE Gregg Publishing Company has announced the appointment of Mr. Clyde W. Humphrey to its staff of representatives in the southern states.

Mr. Humphrey, head of the department of secretarial science, University of Tennessee, Knoxville, holds degrees from Eastern Kentucky State Teacher's College, and George Peabody College for Teachers, Nashville, and has done graduate work at New York University. Prior to going to the University of Tennessee, he had been a private-school teacher; department head in a



senior high school; high school principal; summer-session instructor in Morehead (Kentucky) State Teachers College; head of the department of business education of Western Carolina State Teachers College, Cullowhee, North Carolina; director of courses in business education, Peabody College for Teachers; and a member of the faculty of the Woman's College of the University of North Carolina.

He has been secretary of the Southern Business Education Association since 1935 and is editor of its publication, *Modern Business Education*. He was co-editor of the North Carolina Course of Study in Business Education and was an official adviser to the North Carolina State Textbook Commission in 1936.

Dr. Benjamin R. Haynes, head of the department of business education of the University of Tennessee, and Mr. Humphrey are co-authors of a new book on graduate research, which comes off the press this month.

A Shortcut to Speed Building

Dictate Sympathetically and Clearly

CLYDE INSLEY BLANCHARD

FOR years one of my fondest dreams as a teacher of advanced shorthand was to be financially able some day to employ a dictator, leaving me free to "teach" shorthand. Well, you know what happens to dreams as they grow older—many of them don't come true, and many of them shouldn't! This particular dream of mine, I have found out, shouldn't.

Six years ago, in September, 1933, I was given the opportunity of taking over two evening classes of high-speed shorthand from Martin Dupraw, the world's shorthand champion, and instructor of these two classes for several years at Hunter College of the City of New York.

After three years of dictating on the average of 20 five-minute takes at speeds ranging from 120 to 200 words a minute, totaling approximately 15,000 words a night, two nights a week, my voice began to show the effects of overstrain, and I decided to make my long-standing dream a reality. So I employed a dictator. How vividly I can recall that first night when the dictator did all, or nearly all, the dictating and I put outlines on the board and walked around the room watching the students' writing and hand positions! It was truly an enjoyable evening—for me.

On the third evening, however, I heard grumblings and noticed a restlessness among my students that caused me to investigate the source of the trouble. To my consternation I found that they were not satisfied with the dictation. They wanted *me* to dictate to them. Of course, I immediately acceded to their request, because I was being paid on a fee basis and a satisfied student was of prime importance to me. But I knew I couldn't dictate any more clearly or more accurately than my hired dictator was dictating. So I set myself to analyzing how my dictation was different. Here is what I found out.

As I dictated, I constantly watched my class to see how they were "getting it." If I noticed that many of them were dropping out, I either stopped the dictation or slowed down so that all could get the take. I was teaching, not testing. Of what good was the dictation to me or to my students if half of them couldn't get the take? My hired dictator, on the other hand, finished every dictation to the bitter end, no matter how many students fell by the wayside. That was what she was paid to do. It began to dawn on me that one can *teach while dictating*.

This experience caused me to incorporate my dictating into my lesson plan as a definite teaching aid. I studied the effect of emotion in my voice while dictating, and I found that, if I let too much emotion creep into my voice, my students immediately began to be far more conscious of the subject matter than is necessary for writing it in shorthand. They would laugh at humorous passages, they would be stirred by oratorical outbursts and—*they would fail to write it at high speed!*

So now I dictate meaningfully, of course, but without undue emotion. I enunciate as clearly as I can, violating vowel shadings and other niceties of enunciation, if by so doing I can help the student to get the right shorthand outline.

I dictate according to the count, staying with the stop watch second by second. It is a great handicap to the student for the teacher to dictate unevenly and then wait for the watch to catch up. If you are dictating a 120-word take, you should dictate at the rate of 120 words a minute for every one of the 60 seconds in every minute of the take. You will never realize how sympathetic you are in following this rule until you yourself try to increase your own speed.

Let me repeat, I dictate sympathetically and clearly *because I am teaching while I am dictating*.

Summary of Research in Bookkeeping

Concluded from the March Issue

EARL CLEVENGER

Head of Commerce Department, Central State Teachers College, Edmond, Oklahoma

IN the March issue, I gave a list of the theses on bookkeeping which I read and abstracted in 1937-38 at the University of Iowa, under the supervision of Dr. Earl G. Blackstone. The remainder of the list of theses has been published at the end of this article.

Following is a summary of my research, organized by topics with references by number to theses dealing with these topics. For example the topic "Bookkeeping Prognosis" is dealt with in fifteen theses, the first of which is listed as No. 7 in the bibliography, the second as No. 20, etc.

Material under the heading "Bookkeeping Prognosis" was found in fifteen of the theses examined for this study (Nos. 20, 23, 30, 48, 53, 59, 62, 65, 69, 71, 74, 77, 80, 82). The results of the attempts to find grounds for predicting bookkeeping success have not proved satisfactory. The following correlations have been found between certain tests and some measure of success in bookkeeping:

Test	Coefficient of Correlation
Toop's Test	.64 (with teachers' estimates)
Intelligence (I.Q.)	.43 and .66 (with test scores)
General average	.63 (all school grades)
Algebra	.59
Arithmetic	.50 and .60 (with grades)
Terman sub-test in analogies	.53

A number of subjects have been used as a basis of prognosis, but none have sufficiently high correlations to be significant. When our methods of measurement are improved, it may be possible to predict success with greater accuracy. Perhaps more research is needed to determine all the qualifications necessary to learn how to apply bookkeeping knowledge.

Thirteen studies (Nos. 3, 14, 22, 34, 37, 39, 42, 51, 56, 57, 60, 63, 68) contain information on "Approaches to Bookkeeping." There are many more surveys and subjective

analyses than objective studies. The important findings are as follows:

The tendency is away from individual instruction to group work.

There is a general agreement that the approaches, as a teaching device, rank with the balance sheet first, the account approach second, and the journal approach third in their respective efficiencies for learning. Some find that certain approaches are more popular than others. It is well, however, to bear in mind that popularity alone is not definite proof of superiority. It may indicate good salesmanship.

The balance-sheet and account approaches appear to have about the same frequency of use, with the former increasing in frequency.

Little is actually known as to the real values of the different approaches from the standpoint of how they would compare in an objective experiment carried on over a period of time sufficient to find out its effect on learning bookkeeping. Additional research is needed to determine the relative value of the various types of approach.

Seven studies (Nos. 42, 43, 51, 52, 60, 61, 71) have some material on the difficulties encountered by students in the learning of bookkeeping. The studies make up a number of small samples but tend to be objective in their approach. The following difficulties are mentioned:

- Adjusting and closing entries.
- Financial statements.
- Deferred and accrued items.
- Fixed assets and reserves.
- Exchange of debits and credits.
- Arithmetic (interest and discount).

These difficulties appear to touch nearly all items and have no definite location, but the first and second are mentioned most often as being the most difficult.

Eight studies (Nos. 21, 24, 31, 45, 60, 63, 86, 88) deal with the values of bookkeeping. Some were based on surveys, while others were on subjective analyses. The findings generally disagree. Interpretive, vocational, and non-vocational values were all mentioned.

Two studies point out that approximately 55 per cent to 70 per cent of those who take bookkeeping in high school find use for bookkeeping in their later jobs, but there is no indication in these studies of the extent to which bookkeeping is used. None indicates the course to be of no value; one maintains that the chief value is as a means of teaching the general features of business.

Several point out a need for more stress on interpretative and non-vocational values. One study tends to show that the students who study certain texts do not achieve the aims set up in the text and in the course of study. If this be true, either the aims or the text probably should be changed.

Eight studies (Nos. 2, 25, 37, 41, 71, 72, 83, 84) containing material on "Methods in Bookkeeping" show a decided trend toward the objective comparison of methods. Several subjective analyses are presented, however. The indications of the findings are as follows:

Individual instruction was most common up to about 1900.

Practice sets and short tests are most often used in grading the students.

The modern tendency is to use many problems and short practice sets.

Single periods 40 to 50 minutes in length are sufficient.

Neither the recitation nor the contract method is definitely superior, but students favored the recitation plan.

Ten studies (Nos. 4, 14, 25, 34, 37, 44, 45, 64, 70, 73), largely surveys, deal with the "Use of Practice Sets." The findings of this group are as follows:

The first practice sets apparently were used in 1789 by Benjamin Booth.

The most common errors are in cash items of various kinds. (Perhaps these items are most frequent.)

Practice sets do not guarantee better results but must be adapted to the material to be studied.

An outstanding study by Reynard (No. 64) shows that there was no material difference at the end of the first semester in results obtained in classes using and those not using practice sets.

Eight studies (Nos. 11, 25, 28, 35, 45, 47, 50, 51) combining subjective analyses and rating scales contribute to the subject "Bookkeeping Texts."

The findings were as follows:

Red ink was generally used in closing entries before 1918.

Most of the space in the texts is devoted to the vocational side of bookkeeping.

There is wide variation in approaches and in the amount of material utilized, as well as in business forms and methods.

Terminology is fairly well standardized.

Several check lists were constructed for the evaluation of texts, but as yet there is no standard set.

Ten studies (Nos. 4, 12, 15, 22, 33, 34, 37, 51, 58, 60) have been made that contain information dealing with the status of bookkeeping and accounting. One investigator found that in 1927 there was a tendency to offer four semesters of bookkeeping in high schools of California. There appear to be about twice as many girls as boys taking bookkeeping. There has been considerable increase in the percentage of bookkeeping teachers who have degrees, as shown by a study made in the state of Wisconsin. There was formerly a tendency to offer bookkeeping early in the high school course; but more recently the trend appears to indicate that bookkeeping is offered later in the high school course. While formerly the tendency was to favor double periods, satisfactory results are now obtained by means of single periods averaging from 40 to 55 minutes in length.

Nine investigators (Nos. 27, 29, 40, 54, 66, 70, 76, 87, 89) have dealt with one or more aspects of job analysis. Strumpf (No. 76) is given credit for having made the first bookkeeping study of this type. His study was confined to the city of New York. He prepared a course of study based on his findings. Nyquist (No. 54) analyzed the duties of sixty-seven bookkeepers. He recommends that every student be taught something of the loose-leaf system in bookkeeping, type-writing, and similar office duties. Rowland (No. 66) found that only 2 per cent of the office workers used bookkeeping as learned in high school. Wessels (No. 87) found that executives have a need for interpretative aspects of accounting.

Four studies (Nos. 6, 25, 48, 73) have dealt with the historical development of bookkeeping in the curriculum. Pacioli is

recognized as "the father of bookkeeping." McNeil (No. 46) concludes that the Commercial Academy of Prague was the first public school to offer bookkeeping. The first co-operative bookkeeping course apparently was offered in Cincinnati in 1915.

Two follow-up studies (Nos. 26, 81) have been made in an effort to learn just what happens to the bookkeeping student after he leaves high school. Evans (No. 26) found that high school graduates who have training in bookkeeping are demanded by small business enterprises. It is likely that these graduates need training in other types of office work. It was found in another study that about three-fourths of those who had studied bookkeeping in high school were able to use this training to advantage in their work.

An investigation (No. 36) was made to determine the number of repetitions necessary to learn how to make certain business forms. The number of frequencies found necessary for certain of these are as follows: checks, 11; invoices, 9; statement of account, 10; deposit slip, 6; receipt, 6; and indorsement, 5. Is it possible that the solution of many problems and sets call for wasting much time through needless repetition in the preparation of these forms?

Some studies (Nos. 14, 55, 85) have been made to determine the relation between high school bookkeeping and college accounting and methods used in college accounting. These studies indicate that the student who has high school bookkeeping does little if any better work in college accounting than the student who had not taken high school bookkeeping.

It is possible, however, that the high school course does serve to help the student decide if he wishes to continue the subject in college, often discouraging the poorer student in the course from continuing it in college.

Some college students who have had high school bookkeeping are handicapped in college accounting by being over-confident of their ability in the subject. One does not know what the college student who had high school bookkeeping might have done had he not taken the high school course. It is,

therefore, difficult to compare two such groups.

A comparison of high school and college texts shows that the high school texts usually give greater stress to recording aspects, while accounting texts give greater stress to the theory of debit and credit. College texts contain more information about the proprietorship section of the balance sheet. It was found that the majority of colleges offer accounting as three-hour courses and that there is a tendency to use laboratory periods with first-year accounting.

There is little standardization as to the amount of home work required of students. The practice set occupies a less important position in the teaching of accounting than formerly.

While considerable research has been done in bookkeeping since 1918, the date of the first available thesis, there remains much to be done. As yet, little is known as to the kind of ability necessary to learn bookkeeping; this lack of knowledge contributes to the failure of prognostic tests. Little is known as to what approach is most scientific.

While some information is available, much remains to be done to determine the most desirable length of daily class work. While some follow-up studies have been carried on, much remains to be done in order to make sure of the type of bookkeeping that comes nearest to fitting the student for vocational work.

One study (No. 86) points out an apparent failure to achieve aims as set up in texts and courses of study. One study (No. 24) indicates an advantage in including interpretative materials from the beginning. Other studies suggest the possible values in a course in bookkeeping.

Thus far, experimenters have been unable to develop a satisfactory objective method for predicting success in bookkeeping.

While considerable attention has been given to the most desirable approach, there is yet need for research along this line.

The most difficult parts of bookkeeping appear to be those parts dealing with adjusting and closing entries.

All agree that bookkeeping has values to everyone, but there seems to be no general

agreement as to the best way of attaining these values.

There has been considerable change in the methods of presenting bookkeeping. Formerly much teaching was done by means of practice sets; now more class discussion is used, leaving practice sets to occupy a different but important part in the learning process.

There is considerable standardization of terminology, though there is as yet no accepted objective method for choosing the best text.

The present tendency is to offer bookkeeping as late in the high school course as possible.

Job-analysis studies indicate that there is need for additional stress on interpretative and non-vocational values of bookkeeping.

High school texts devote considerable attention to recording aspects of accounting, while college texts devote more attention to developing the theory of debit and credit.

List of Bookkeeping Theses

(Concluded from the March issue)

70. Shapiro, I. B., "Study of Duties Performed by Bookkeepers Employed in Business Establishments in the City of Philadelphia," unpublished master's thesis, Temple University.
71. Sipe, J. M., "Bookkeeping Tests in the Indiana State Commercial Contests for the Years 1928-29," Indiana University.
72. Smith, H. D., "Improvement of Instruction in Bookkeeping," New York University.
73. Spaulding, Hugh, "An Historical Development of the Instruction in Bookkeeping in the Secondary Schools of the United States," unpublished master's thesis, University of Southern California, 1933.
74. Stedman, Melissa B., "Study of the Possibility of Prognosis of School Success in Bookkeeping and Typewriting," unpublished master's thesis, University of Southern California, 1928.
75. Stover, Harold E., "Can Future Ability in Commercial Work Be Predicted by Past Achievement in Academic Work," undergraduate paper, State Teachers College, Indiana, Pennsylvania, 1930.
76. Strumpf, B. E., "Bookkeeping and the High School Curriculum," New York University, 1925.
77. Sukovaty, Arnest, "A Study of Elementary Business Training as an Indication of Probable Success in the Major Commercial Subjects, Bookkeeping and Shorthand," unpublished master's thesis, New York State College, Albany, 1928.
78. Sullivan, A. J., "Critique of Bookkeeping as Taught," unpublished master's thesis, Boston University.
79. Tonne, Herbert A., "The Status of Bookkeeping in the Ninth Grade of Elizabeth, New Jersey, Junior High Schools," New York University.
80. Toops, Herbert A., "Tests for Vocational Guidance of Children Thirteen to Sixteen," Teachers College Contributions to Education, No. 136, Columbia University, 1923.
81. Traxler, Bina Mae, "A Follow-Up Study of Commercial Graduates with Respect to Shorthand, Office Practice, Bookkeeping, and Salesmanship," unpublished master's thesis, Northwestern University, 1930.
82. Tupper, Clyde W., "The Influence of Certain Factors Upon Success in a Bookkeeping Class," unpublished master's thesis, Stanford University, 1930.
83. Voegelien, A. H., "Making the Most of Measurement Tests in Bookkeeping," *Balance Sheet*, 8:10-11, January, 1927.
84. Wagner, Harvey K. J., "An Experimental Comparison of Daily Assignments, Recitations, and the Contract Methods of Teaching Bookkeeping in High School," unpublished master's thesis, University of Minnesota, 1934.
85. Weir, Osby, "A Survey of Accounting Courses and Instruction in Collegiate Schools of Business," unpublished master's thesis, University of Chicago.
86. Wells, Inez R., "An Evaluation of Non-vocational Values Claimed for Bookkeeping," unpublished master's thesis, University of Iowa, 1933.
87. Wessels, O. R., "A Job Analysis of Bookkeeping Duties of Executives," unpublished master's thesis, University of Iowa, 1932.
88. Worthington, William F., "Study of the Contribution of Bookkeeping to the Later Vocational Success of Superior Students in the Subject of Englewood Senior High School," University of Southern California.
89. Youngwood, Milton, "An Evaluation of the Content of Required Courses of Study in Accountancy in Collegiate Schools of Business in Relation to their Adequacy for Training of Executives in Business," unpublished doctor's thesis, New York University, 1934.

AN artistic typewriting contest has been announced by Julius Nelson of the Windber (Pennsylvania) High School. All teachers interested in having their students enter this nation-wide contest may obtain complete details from Mr. Nelson. All entries in the contest must be postmarked not later than May 1.

Early Books on Business Education

OTTO BETTMANN, Ph.D.

WHEN we hear of business magnates today, we tend to think of large, beautiful offices, secretaries, and plenty of telephones. Don't make the mistake, however, of thinking that it has always been a plush world that businessmen worked in. In the past they went out as pioneers into a hostile world. Robbers and highway-

men stalked their caravans all the time. Floods endangered the great commercial roads. Suspicion greeted them in new territories. Only with the protection of an armed bodyguard could they dare to lay the foundations of their business empires.

In all truth, the businessman of the past was more in need of a good sword than a fine pen. These soldiers of commerce were almost illiterate, and their bargaining was done in a straightforward, man-to-man way. There was not much writing to be done. Correspondence was not possible, because of the complete lack of regular mail service. During the Middle Ages, special messengers had to be sent for almost every individual letter—a most complicated and expensive procedure.

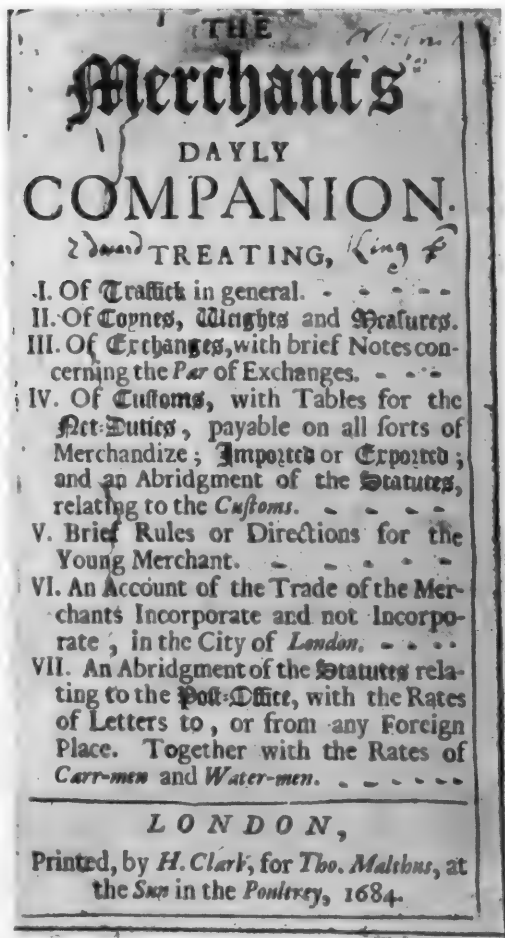
The best business training a man could give to his son, therefore, was to teach him, besides a few reckoning methods, the art of defending himself, and, of course, the technique of getting goods through to new and farther markets.

These conditions changed fundamentally after the late Middle Ages. A new life sprang up in the Italian cities through business connections established in the Orient by the Crusaders.

Many other things that were happening at the time stimulated business activity. Wealth accumulated in the cities. The rich burghers and their wives looked forward to a more luxurious life—better clothing, better homes, better food. The man in business had to answer these requirements. He had to buy his merchandise far away and see to it that it arrived in time.

As transportation improved, letter writing flourished. The newly popular paper, replacing expensive parchment, helped to hasten this development.

This was an era that brought about a



The "Merchant's Dayly Companion", published in London, 1684. One of the successful manuals on business education and conduct in the seventeenth century.

change in business education as well. The merchant could not get by solely by sly or bold tactics. He had to know the business practices of other countries, because the range of his contacts constantly widened. He had to know other languages. Up to the fifteenth century, most correspondence, including that of business, was conducted in Latin, the universal tongue of the clergy. After that period, languages of particular nations came to the fore in correspondence, and the businessman had to know them all to promote his line.

The art of printing entered at this time as an invaluable aid to the dissemination of knowledge. Commerce profited greatly as a result. Printers sensed the necessity for practical business manuals and went about issuing them.

If you think the modern business world is complex, just take a look at these early treatises on business education. The variety of weights, measures, and money standards made every transaction an intricate, long-drawn-out affair. We find in these old handbooks extensive diagrams with tables on duties, exchange rates, and business usages.

Even the manuals published later in commercial England indicate that the problems of the businessman had grown little less complex with the passing of time. "The Merchant's Dayly Companion," issued in 1684, was one of the most-thumbed books of that period.

When James Bell, an enterprising merchant of the sixteenth century, returned to England after a business trip to the continent, he brought with him ten different kinds of money, all packed in properly marked bundles. With this money he was asked to execute various commissions by business acquaintances. Mr. Bell was probably a financial wizard. One does not see how he computed those different currencies without using reliable tables.

Though these early manuals contained valuable tips, they did not do all that their title pages (for the sake of publicity) said they would. When George Heriot published his "Introduction to the True Understanding of the Whole Art of Writing," he promised to make his readers accomplished business cor-

Behend vnd hüpsch Rechnung vff allen Kauffmanschaftten.



"Handy and Neat Way of Calculating for Merchants in All Lines." A German business treatise published in Leipzig about 1530.

respondents within six hours—a record hardly approached by modern efficiency experts.

These early books on business education used a very impressive argument. They pointed out that a wide general knowledge was necessary for the intelligent conduct of business. Many or all the rules in these dusty tomes may be antiquated by now, but this statement about business and education holds true today as much as when business first discovered that knowledge was the best of its aids.

JACK MILLIGAN, chief of business education in Michigan and also supervisor of distributive education in that state, is to offer a summer-session course at Teachers College, Columbia University, in the teaching of merchandising and salesmanship, with special emphasis on the development of materials and courses under the George-Deen act.

The course will also treat the problem of the teaching of salesmanship and merchandising from the pre-vocational and the consumer points of view.



Soybeans—A New Major Crop In the United States

GEORGE H. PRIMMER, Ph.D.

EDITOR'S NOTE—Dr. Primmer describes a farm crop of growing importance and illustrates its distribution in five states by maps indicating the percentage of cropland devoted to this crop in various parts of each state.

This method of map construction may be used to represent the relative importance of any crop in any state. The data are derived from United States government reports.

The crop selected for this study by Dr. Primmer has had a rapid development in the United States in recent years, and deserves increasing attention in our teaching of the economic geography of the United States.—DOUGLAS C. RIDGLEY, Series Editor.

FOR centuries, soybeans have been an important crop for human food, for animal feed, and for oil in China, Manchuria, and Korea.

The soybean was introduced into the United States in 1804, but for more than one hundred years remained a minor crop. Not until 1924 did the total production of soybeans in the United States amount to more than 5,000,000 bushels, "harvested as grain." Estimates place the 1938 crop at 50,000,000 bushels.

The soybean can be grown in any climate suitable for corn or cotton. It is cultivated to some extent in many of the states of the Corn Belt and the Cotton Belt. The cultivation of the soybean increases in favor, and it is destined to become a crop of great importance in the United States. Illinois ranks first in production.

The maps shown on the following page represent the intensity of soybean cultivation for five states in the Corn Belt. When grown for seed, soybeans yield from 15 to 35 bushels to the acre. When cut for hay, a good yield is two tons to the acre.

The principal uses of soybeans are: hay, pasture, silage, oil, oil meal, and human food. The soybean is a legume and serves to improve the soil.

The seed of the soybean is rich in oil, and this makes the crop an important source of vegetable oil. Soybean oil is used in the manufacture of paint, varnish, linoleum, and oilcloth. It is also used in oleomargarine, lard substitutes, and other edible products.

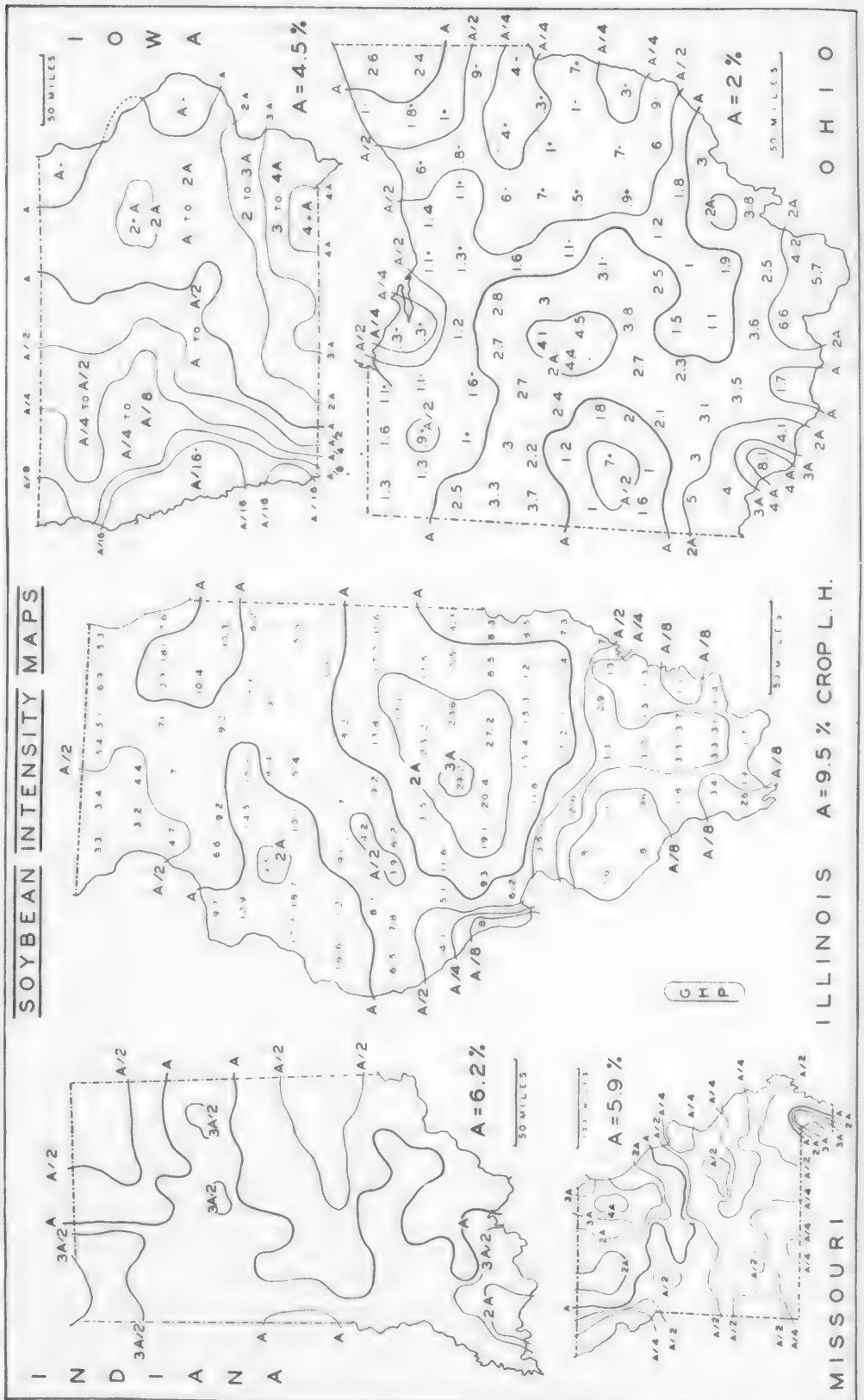
Soybean meal, the residue left after the oil is extracted, provides excellent feed for cattle and hogs. Soybean meal is also used in various industrial processes, such as the sizing and coating of paper; the manufacture of a waterproof glue; the making of trays, safety glass, automobile parts, and many other articles.

The numerous uses of the soybean plant and its "grain" assure the continued expansion of its cultivation in the United States.

Isopleth Ratio Maps

This article assumes the dual task of discussing a distribution map of unique type and offering directions for the making of such a map; and of explaining, in part, soybean intensity for 1934 in five states of the Corn Belt.

◆ **About Dr. Primmer:** Head of geography department at State Teachers College, Duluth, Minnesota. Degrees from Illinois State Normal University; University of Chicago; and Clark University. Director at large, National Council of Geography Teachers; author of more than a dozen magazine articles in scholarly journals. Sponsors field trips around the head of the lakes and piloted Western Reserve party for four days last summer. Hobby: auto touring, seeing America first and not neglecting Canada and Mexico. Reports that his route map looks like a spiderweb.



These maps make use of *isopleths*, or lines that indicate equal values. The name "isopleth" is a general term used to designate any line representing equal values. Just as, on climatic maps, the *isotherm* is a line of equal temperature, and the *isobar* is a line of equal pressure, so on any map of distribution, the *isopleth* is a line of equal value for the item represented. In these maps, the isopleth represents equal percentage of cropland devoted to soybeans.

The isopleth *A* on the map of Illinois denotes 9.5 per cent of the cropland devoted to soybeans in Illinois, and the isopleth *2A* denotes 19 per cent of the cropland devoted to soybeans. On the map of Ohio, the isopleth *A* denotes 2 per cent of cropland devoted to soybeans; and the isopleth *2A*, 4 per cent of the cropland devoted to soybeans.

To construct an isopleth ratio map, first note for each *state* named in the government report the "acres cropland harvested"; then, determine the percentages of the areas that are planted to soybeans. The states mapped range from 2 per cent (Ohio) to 9.5 per cent (Illinois). Next, for each *county* list the percentage of "cropland harvested" in soybeans.

Maps for Illinois and Ohio show percentage areas representing the various counties. The isopleth *A* represents the average area for each state; hence, area on one side of *A* indicates above-average intensity, and on the other side, below-average intensity. Other isopleths show 2, 3, and 4 times average intensity of soybean acreage. Still others mark $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, and (for Iowa) $\frac{1}{16}$ average soybean importance.

When the county percentages are entered on an outline map of the state, the isopleths for soybeans are drawn just as isotherms would be drawn on the same map if the average temperature for each county were entered on the state map.



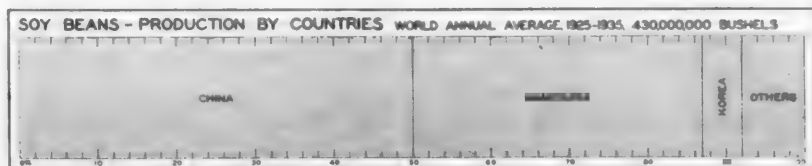
Soybeans

This single soybean plant shows the abundance of pods and leaves that make soybeans so rich a forage product.

Illinois

Illinois, with the highest percentage of "cropland harvested" in soybeans, shows low intensity in the unglaciated northwest and still lower intensity in the drift-free south, especially in river-border areas. It will be noted that sections of high production received the benefits of glaciation. In mixed farming areas having much machinery available, soybeans, in large part, replace oats.

Inland from the head of Lake Michigan, an above-average soybean area merges into an area in Indiana that is dominated by dairy interests. The highest intensity center of soybeans in Illinois probably indicates personal influence of farmers who popularized the crop, and it may also indicate nearness to oil mills processing the seed.



Indiana

One of the above-average areas of soybeans in Indiana lies in the northwestern part of the state, where soybeans furnish legume hay for dairy cattle. In northeastern Indiana, the below-average area extends beyond the milkshed of the Chicago area where dairying is of less importance. South of this area lies a semiextensive farming strip that crosses the state and is well supplied with *combines*, the best machines for harvesting soybeans as "grain." Here soybeans are important in a large area. South of this, a strip of land, somewhat more hilly, and showing below-average soybean production, extends nearly across the state. In this area, wheat competes to better advantage for place in the rotation than do oats farther to the north. Still farther south, increasing amounts of soybeans appear (A to $3A/2$); and, in spite of more rolling land, soybeans constitute one of the preferred hay plants. Near the Ohio River, many black soybeans grow. Farmers in states farther south buy the black soybean seed of Indiana for producing hay.

Ohio

Hilly eastern Ohio, with soil largely derived from sandstone and shale, shows relatively low soybean acreage. If the map represented only *threshed* beans, this driftless area would be almost blank.

Two small regions in the glaciated west, underlain by limestone, contain areas of fairly intensive farming, but with below-average soybean production. One of these areas is near Lake Erie, where sugar beets compete with soybeans as a special crop. The other area is near the Indiana border, where tobacco is a competing crop.

The centrally located large area of above-average production of soybeans in Ohio coincides with the best corn area. To the southwest and elsewhere near the Ohio River, above-average spots indicate the farmers' preference for soybean hay.

Iowa

Southeastern Iowa ($4+A$) has more than four times the soybean intensity of the two soybean areas (A —) on the eastern border of Iowa, and also more than sixty-four times

◆ **About Dr. Ridgley, Series Editor:** Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."



that ($A/16$) on the western border of the state. These variations reflect differences in soil, relief and consequent erosion possibilities, amount of rainfall, and nearness to the section of Illinois whence the soybean reached Iowa.

Missouri

Immediately across the boundary from the area of greatest intensity in Iowa, Missouri shows three and four times average soybean importance. The relatively poor drainage of almost level land offers little handicap; consequently, relatively slight erosion follows the soybean harvesting. Southern and northwestern Missouri, possessing greater possibility of erosion from hill slopes, show less than one-sixteenth of soybean importance in the state's leading county.

The $3A$ portion of the southern panhandle, occupying nearly level areas of heavy clay, includes soybeans grown largely for hay.

Notes from the Classroom

JOHN C. PARSONS, teacher of economic geography in Kearny (New Jersey) High School, contributes two items of interest drawn from his classroom practice.

Locating Geographic Features

Every geographic fact, as well as every historic event, has its place relationship—that is, its location. I have used the following method from time to time to test the students' knowledge of geographic features in their proper place relationships.

Each student rules a sheet of paper into five columns, with the following headings: (1) No., (2) Name of Feature, (3) Kind

of Feature, (4) Country, (5) Continent.

The mimeograph may be used for ruling the sheets of paper and entering the numbers 1 to 20 in Column 1, so that the students can begin to write as soon as the ruled sheets have been distributed.

If the sheets have not been mimeographed, the student writes the numbers 1 to 20 in Column 1.

I prepare a list of twenty items for Column 2, based chiefly on the work of the semester. The list may also include places of general interest anywhere in the world or of current interest in the news of the day.

I dictate the twenty names for Column 2 and allow a reasonable time for the students to fill in Columns 3, 4, 5. Examples: Vienna—City—Germany—Europe; Yangtze—River—China—Asia; Cotton Belt—Agricultural Region—United States—North America; Fujiyama—Mountain—Japan—Asia.

This exercise may be graded, if desired; or it may be used simply to stimulate thinking in terms of geographic features and their place relationships. A knowledge of geographic location is essential in any worth-

while study of geography and history, and students should be given interesting exercises to aid them in securing knowledge of important place relationships.

I clip interesting articles of unusual geographic facts, and read one or two at a time to my classes, using a wall map for locating the region or regions involved.

During the last semester, these selected articles included accounts of an isolated herd of elephants still existing south of the Zambezi River in the Union of South Africa; a herd of white rhinoceroses; the dingo, a wild-dog menace in Australia; colonization in El Chaco; a mammoth baby-chick hatchery in New Jersey; an expedition to find the muntjac, or barking deer, in Burma.

The articles should be brief in order to hold attention, and only one or two should be read at a time. Students may be asked to submit articles for reading to the class.

The time thus used need not interfere greatly with the regular work of the day. The plan, especially when it employs student co-operation, encourages the students to seek news items of interest and of educational value.

Self-Test on Shorthand Theory

No. 4 of a Series Prepared by LEONARD TRAP

Chatham, Ontario, Canada

CHAPTER V

Unit 13 (Continued)

113, 115. How would you form the plural of *smile* and *mile*?

114. In what words is long *i* expressed by a large circle instead of the broken circle, and why? What two other words of this kind have we had? (29)

116. When word forms end with the diphthong *i*, what is used to express the diphthong and the termination *ly*?

Unit 14

118. When, in a few words, vowels follow one another without forming diphthongs, how are these vowel combinations written? Can you give examples? How is the long sound of *o* in *oe* distinguished from the diphthong *oi* when necessary? As in what word?

119. How is *any* vowel following the diphthong *i* expressed? As in what words?

120. How is short *i* followed by *a* expressed? *E* followed by a large circle?

121. When may a minor vowel be omitted? For what reason may the circle be omitted in the diphthong *u* in many common words?

29, 115, 121. In what two words is *i* expressed by the large circle? How many words of this kind have we now?

53, 122. In brief forms, what is the difference between *consider* and *cause*?

Unit 15

124. When are short *u* and *ow* omitted in the body of words?

125. How is the omission of a vowel between two horizontal straight strokes indicated? As in what word?

(To be continued.)

Report of N. A. C. T. T. I. Convention

THE National Association of Commercial Teacher Training Institutions held its twelfth annual convention at the Hotel

Hollenden, Cleveland, Saturday, February 25. Miss Catherine F. Nulty of the University of Vermont, president of the Association presided at all the sessions.



CATHERINE F. NULTY

The program as published in the February B.E.W. (page 444) was adhered to, and the discussion on the various topics was not only intensely constructive but resulted in certain action being taken by the Association which will greatly extend its beneficial influence among the teacher-training institutions of the country.

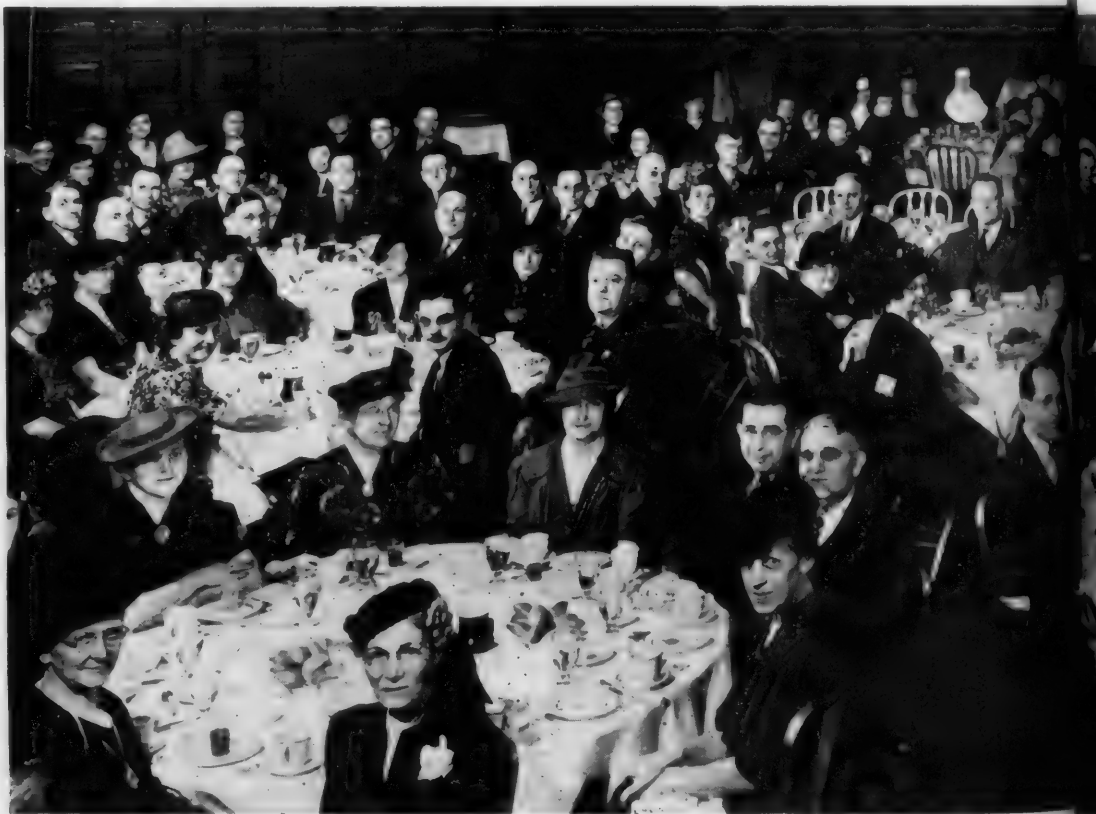
There is a possibility that next year the Association will hold a two-day program so that the many important matters coming up for its consideration can be adequately discussed.

Dr. Vernal H. Carmichael, who has served the Association ably as its secretary, was elevated to the presidency.

Miss Ann Brewington, assistant professor of the School of Business of the University of Chicago, who has given so unstintingly of her time and effort to the editorial program of the Association, accepted the appointment as chairman of the Association's research committee and editor of its bulletin service for the ensuing year.

The Association has published fifteen bulletins since it was organized and has another one in process under the editorship of Miss Brewington. The new bulletin will deal with commercial teacher certification.

This series of bulletins deserves the wid-



est possible publicity among school administrators. They may be obtained from the secretary of the Association at a cost of 25 cents each, postpaid. Purchase one for your own library and call the series to the attention of your principal and superintendent and all others interested in the improvement of commercial teacher training.

The titles of the bulletins that are available follow. The names in parentheses indicate the editor of the bulletin or the chairman of the committee that made the study, as the case may be.

"Practices and Problems in Commercial Teacher-Training Institutions" (M. E. Studebaker)

"Practices and Problems in Commercial Teacher-Training Institutions" (Frederick G. Nichols).

"Abstract of Proceedings of Eighth Annual Conference" (R. G. Walters)

"Research in Commercial Teacher Training" (Ann Brewington)

"Methods Requirements in Commercial Teacher Training" (Frances B. Bowers)

"Practice Teaching and Business Experience in

Commercial Teacher Training" (E. G. Blackstone)

"Abstract of Proceedings of Tenth Annual Conference" (V. H. Carmichael)

"Training of Teachers in Service" (Ann Brewington)

"Suggested Programs for Commercial Teacher-Training Institutions" (Ann Brewington)

"Bibliographies and Directory of Members" (Ann Brewington)

The Speakers' Table

At the speakers' table, shown below, are seated, left to right:

Mrs. Willia Brownfield, local committee representative, Glenville High School, Cleveland; Dr. Vernal H. Carmichael, secretary and president-elect; Mrs. Walk; Dr. George E. Walk, Dean of Teachers College, Temple University, Philadelphia; Frances B. Bowers, treasurer; Dean Henry W. Holmes, guest speaker; Catherine F. Nulty, president; Carlos C. Crawford, vice-president, assistant professor of economics and business administration, Western Maryland College, Westminster; Edith M. Winchester; Professor Paul A. Carlson, director of commercial education, State Teachers College, Whitewater, Wisconsin; Ann Brewington; R. R. Pickett.

(See next page for list of officers)





V. H. CARMICHAEL



PAUL SALSGIVER



FRANCES B. BOWERS



H. M. DOUTT



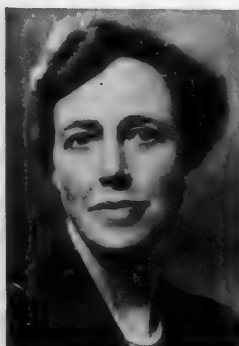
HARALD G. SHIELDS



McKEE FISK



R. R. PICKETT



EDITH M. WINCHESTER

Dr. Henry W. Holmes, dean of the graduate school of education, Harvard University, was the guest speaker at the Association luncheon. The subject of his address was "The Cause and the Cure of Economic Illiteracy."

Officers of the N. A. C. T. T. I.

The following officers were elected at the meeting:

President: Dr. Vernal H. Carmichael, associate professor of business education, Ball State Teachers College, Muncie, Indiana.

Vice President: Paul Salsgiver, assistant professor of commercial education, Boston University.

Secretary: Howard M. Douth, head of commercial department, University of Akron, Akron, Ohio.

Treasurer: Frances B. Bowers, director of commercial education department, Temple University, Philadelphia.

Board of Directors: Catherine F. Nulty, assistant professor of secretarial studies, University of Vermont, Burlington; Dr. McKee Fisk, professor of commercial education, Oklahoma A. and M. College, Stillwater; Dr. Harald G. Shields, associate professor of business education, University of Chicago; Ralph R. Pickett, head of commerce department, Kansas State Teachers College, Emporia; Edith M. Winchester, head of department of secretarial studies, Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pittsburgh.

Fifth Annual University of Denver Conference

THE dates for the fifth annual Business Education Conference of the University of Denver have been set for June 28 and 29, during the second week of the first term of the summer session.

The theme of the conference will be "The Pros and Cons of Consumer Education." The first session will be held at the School of Commerce, Accounts and Finance on Wednesday afternoon June 28. Topics regarding the controversial issues of consumer education will be discussed by leaders in the fields of business and of education.

The morning of June 29 will be given over to visitation and observation at East High Summer School and the Progressive Education Workshop.

A motor tour of the near-by mountains will be conducted in the afternoon, following the conference luncheon.

Cecil Puckett is head of the commercial teacher training department.



Extracurricular Activities For Personality Development¹

HOWARD M. MUNFORD

OUR students come from every section of New England and from even more distant points. Approximately half these young people have established temporary residence in Springfield. All former extracurricular activities must be superseded by others, either provided by the school or sought out by the students themselves in the community. Our responsibility seems to be quite clearly defined, and we are doing what we can to meet it.

Our extracurricular activities do not in any sense take the place of regular school work. They are carried entirely on outside time and no credit is given. In fact, unless the regular school program is carried out with reasonable satisfaction, participation in these outside programs is not permitted. Upon entering school, all students are admitted on equal terms, but this is only a preliminary arrangement. The student who allows his participation in other matters to interfere with his organized class work cannot continue the outside activities.

We can see three worthy purposes, any one or all of which may be served by this program: relaxation and recreation; the release of accumulated surplus physical energy; and training for enjoyment of leisure when the student, at a later date, shall have become a worker in business or industry.

We have built up three types of activities: the physical, the social, and the intellectual.

Our physical program is very popular, of course. The basketball program is perhaps the most extensive, both in the interest it

engenders and in the number of boys and girls who participate. We have a combined auditorium and gymnasium, which provides ample facilities for basketball. The interest in this sport is so great that we usually have a rather extended season. Inter-club games are generally played as preliminaries to varsity games, and both are very enthusiastically supported.

Baseball, golf, and tennis programs are made possible by the excellent co-operation of the City Park Department. Our golf program is opened in the fall with an interstate tournament, in which any student may try for a place on his state team. The spring golf schedule consists mostly of interschool play. Ample facilities for baseball and tennis are to be found within the city limits.

Springfield is a great hockey town. The home games for schools in Springfield and vicinity are played in the amphitheatre of the Eastern States Exposition.

We have bowling leagues for boys and for girls.

The general plan of our entire physical program is to provide play arrangements for any type of program for which there is sufficient demand.

♦ *About Howard M. Munford:* Principal of normal department, Bay Path Institute, Springfield, Massachusetts. M.C.S., Highland Park College, Des Moines, Iowa. Has published articles in the *B.E.W.*, *Gregg Writer*, and *E.C.T.A. Yearbook*; contributed to the *Army Manual* (on the teaching of Gregg Shorthand and on office practice) for the A.E.F. Taught in Gregg School, Chicago, for four years; Army Educational Commission, overseas, 1918-19; Bay Path Institute since 1920. Has spoken before many professional teachers' organizations, including N.C.T.F., E.C.T.A., and seven state associations. Hobbies: golf and bowling.

¹ Adapted from an address delivered at the Convention of the Business Education Association of the State of New York, at Schenectady, New York, December 3, 1938.

We have a comprehensive program of social activities. There are fourteen student organizations. A number of these clubs are responsible for one social function, at some time during the school year—usually a Friday evening affair, a combined entertainment and dance. The entertainment not infrequently consists of a short play put on with the assistance of the Dramatic Club. The entertainments are sometimes put on as student-assembly programs, at the end of the morning or the afternoon session.

The first social function of the year 1939 was a Faculty Party. Members of the faculty and staff presented a three-act comedy for the entertainment and amusement of their charges.

Most of our dances and student entertainments are informal affairs and are held in our own auditorium. These informal affairs are limited strictly to the student body and faculty.

The Presidents' Club, an organization composed of the presidents of the fourteen student organizations, gives a Presidents' Club Ball each spring, a semi-formal invitation affair, held at one of the many attractive places in or near the city.

The Junior Prom, a mid-winter function, is the only strictly formal social affair of the year. We regard this affair of particular value, because it supplies definite training in what is proper in formal dress, social custom, and behavior. We have been told that our annual Prom is as attractive and colorful as the formal affairs of any college in our section.

The final social affairs of the year are the graduate banquet and dance and the Alumni Reunion Banquet and Dance.

In the intellectual part of our extracurricular program, the subject of dramatics has a prominent place. Usually, each State Club presents a short play during the fall or winter.

The development of the dramatic program during the season uncovers the dramatic talent in the school. The entire plan points toward the annual play, which is given in May and is the outstanding entertainment feature of the year. At a special matinee, the day after the regular presentation, several hun-

dred high school students and their friends are entertained as guests. It is the ambition of every early-season performer to qualify for an assignment in the annual play.

The Public Speaking and Debating Club program consists of club debates, forums, and panel discussions, and of inter-club debates with colleges in our section. Within the last two years, there has been more interest in forums and panel discussions than in debates. A feeling seems to be developing that there is more profit in instructive discussion than in contentious argument.

We have been greatly aided in our discussion program by the cooperation of one of our local radio stations, WSPR, which has placed its facilities at our disposal for the presentation of a number of panel discussions, forums, and debates. This co-operation has made it possible for us to give every member of the Public Speaking Club some training and experience in radio work. This is a privilege eagerly sought and is of much benefit to those who are willing to give sufficient time to preparation and training.

The club recently gave a radio panel discussion on retail co-operatives, in which they were assisted by a director of the Springfield Co-operatives Society, and another on adult education. Both faculty and students take part, and it is our plan also to draw local businessmen into assembly forums before the end of the present school year.

We have two active musical organizations: a glee club and an orchestra. A program of Christmas music is given at the Christmas assembly, and a musical comedy presented in the spring.

The school paper, *The Signboard*, is an excellent example of school journalistic work. Students who have ambitions to write have here an opportunity to try their skill on newspaper work in editorials, in contributions to the various departments, and in advertising.

Our extracurricular program is, as you have no doubt observed, a very ambitious one. It must be remembered that we have a very large student body and that no student is permitted to elect more than one physical activity and one intellectual activity at the

same time. All programs are under the careful direction and supervision of a member of the faculty, and student participation is determined by certain simple rules of eligibility. A student must have a satisfactory standing in his school work and a proper attitude toward school relationships.

We have the feeling that our programs in these fields have met with a reasonable measure of success. We believe that such success as we have enjoyed is due to four factors: (1) the work is entirely voluntary; (2) it provides a medium to satisfy a natural desire for self-expression; (3) every organization is under the careful supervision and direction of a member of the faculty; and (4) no student is permitted to participate in too many activities at one time.

During adolescence, and in the years immediately following, the attraction of each sex for the other creates one of the most outstanding school problems in institutions in which young people of both sexes are thrown together in great numbers.

In our high schools and secondary schools, the seriousness of this problem can hardly be overestimated. It is scarcely less serious in schools of post-secondary training. Our extracurricular programs are a constructive

controlling factor in meeting this need.

It is well known to all psychologists and mental hygienists that there are three ways of controlling and diverting this energy into proper channels: first, by concentrated, continuous, hard mental work; second, by vigorous physical activity either in work or play; and third, by expression in dramatics, music, or art. We strive to keep every possible avenue open.

Shyness, self-consciousness, and a tendency toward introversion are characteristic of a large proportion of our young people. In others, there is a self-assertion which often needs control and redirection. Certain it is that all may profit from wise guidance, either by personal leadership or in group activity.

I have heard frequent reference to the importance of personality and to those other factors of success which are not dependent upon technical skill. In many schools a definite, well-organized course in personality development is now a regular part of the school curriculum. It is not too much to expect that every school should provide an extracurricular program as complete and as carefully supervised as the facilities and available equipment will permit.

Caveat Emptor; Qui Ignorare Non Debuit Quod Jus Alienum Emit¹

WILLIAM E. HAINES

Supervisor of Business Education, Wilmington, Delaware

THE Machine Age has brought, among other things, manifold perplexities to the purchaser. Of man's many economic problems, the question of how to increase his power to purchase still looms large. Yet there is another question. Living as we do today in a world of complex mechanical devices and bewildering chemical advancement, we can no longer be able judges of much that we buy.

¹ "Let the buyer beware; who ought not to be ignorant that he is buying another's rights."

Let us go back only as far as the American Revolution. General Washington, who was a man of some means, could furnish Mount Vernon, purchase livestock and farm implements, clothing and food, and do so with a considerable degree of discrimination. Nor was the re-stocking of his commissary or the acquisition of arms the technical task that confronts the General Staff of the Army today.

George Washington and his contemporaries strove toward economic independence. Many of the goods and services we must buy

today were not purchasable in those days. Foods were preserved in a cool cellar or a nearby stream or well. Today we purchase a mechanical refrigerator of intricate and delicate construction. Personal transportation consisted of sound horses and stoutly built carriages. Today we ride in motor-driven vehicles of a thousand moving parts that carry us at unheard-of speeds.

Houses were kept in order with a few simple tools, and household chores were accomplished with strong right arms. Today we must seek the best buy in vacuum cleaners, mixers, toasters, washers, ironers, automatic heaters, and electric razors.

Vegetables were grown in the garden, meats were home-cured, and all foods were kitchen-prepared. Today we expect fruits and vegetables out of season, meats in small lots attractively merchandised, staples in cellophane, glass, or vacuum cans. We expect our bread to be baked and sliced by the baker and our foods cooked ready to serve.

The simple life pattern of early America made leisure time a time to relax. Today we must purchase endless devices and gadgets to promote our recreation: radios, golf clubs, tennis rackets, games too numerous to mention, bridge decks, cosmetics, patented medicines, and attire suitable for the occasion.

Now the foregoing comparison is not intended to reopen the pointless discussion of whether or not the Machine Age has contributed to or detracted from the Good Life. The automobile is here to stay. So, too, are the radio and the airplane. But is the maxim, "Let the Buyer Beware?"

In times when many of the necessities and comforts of life did not enter into the channels of trade, and when competitive vendors were less vigorous, it was quite right and reasonable to expect the buyer to be cautious. He bargained on a relatively even footing with seller, as his purchases were often simple and few. Usually he did not buy things whose appraisal would require a highly technical knowledge, and such a rule of law was a proper means of preventing the thoughtless buyer from backing out of a poor bargain.

In spite of the changes wrought by the Machine Age, the modern purchaser and consumer has become rather adept in buying a wide range of products. He can buy radios, automobiles, oil burners, and food-stuffs with an astonishing degree of discrimination.

Several factors may contribute to this end: (1) the American competitive system, (2) the reliability of long-established reputable producers, (3) regulatory laws, i.e. Food and Drug Act, (4) agencies for the protection of the consumer, i.e. Better Business Bureaus, Consumer Associations, Bureau of Standards, and (5) a new consumer consciousness.

The principle of *caveat emptor*, which imposes upon the purchaser the risk of defects of title or quality unless there is an express or implied warranty or fraud or misrepresentation on the part of the seller, is still a sound basis for modern trade. The buyer cannot disavow his responsibility for thoughtfully entering into contracts of sale. Nor may he assume that all sellers are unscrupulous. Current trends and movements in the past few years bear evidence to the fact that consumers are beginning to recognize their responsibility. The education and re-education of the consumer are playing an increasingly important part in our economic scheme.

"*Caveat Vendor*"?

Through all the maze of our adjustment to changing business patterns there appears to be evolving a new concept. Both the buyer and the seller are being held to a greater accountability. The old adage of "business is business," which inferred a certain relaxation of ethics, has begun to show signs of wear and tear. It is possible that a new maxim is being born. *Caveat emptor* may one day have a counterpart. It may be "Let the Seller Beware, Also."

LOUIS A. LESLIE has rejoined the Gregg Publishing Company after an absence of two years, during which time he served on the staff of the Katharine Gibbs Schools of New York, Boston, and Providence, in the capacity of vice-president in charge of technical instruction.

Wondering AND Wandering



W H O U S A S S E S S E S

IN *Patience*, Sir William Gilbert asks us, through the mouth of one of the frustrated poets, whether we have ever "yearned for the indefinable, only to be brought face to face daily with the multiplication table."

As that query has gone through my mind, I have often wondered how many of us are quite sure, in any given case, whether we are confronted with the indefinable for which we have yearned or with the multiplication table. Just how does one tell the difference?

Without wishing to construct any Gilbertian paradoxes, I humbly submit that the apparently obvious and practical thing is often hopelessly impractical. It is true that some of us must "yearn for the indefinable" or there will be no progress. But most of us must be severely practical in our daily grapple with the hard realities of life that Gilbert has represented by the multiplication table. Of the highest importance of all is the ability to recognize which is which, and it is about that that I should like to wonder for a page or two.

Suppose I begin by wondering about something that is already settled in our minds, so that consideration of the thought won't be clouded by controversy. When I was a lad first trying to find my way around the outrageously scrambled alphabet on the typewriter keyboard, I was compelled to make one or more perfect copies of each exercise in the typing book. (Yes, that was a long time ago!) Every time the chaotic state of the alphabet on the keyboard got me down, I had to remove the paper with a murmured prayer and start all over again. The practice I got on the first few lines of some of those exercises is amazing to contemplate.

We don't need to argue the lack of merit

of the old "perfect copy" method of teaching typewriting. That is now generally conceded. What does justify emphasis, however, is the unquestionable fact that many of the methods now used in the commercial teaching field are susceptible of just as much improvement as is admittedly found in the present methods of teaching typing as compared with the perfect-copy method.

An even stronger statement of this fact might be made by going back to the turn of the century when there was still considerable debate as to the advisability of teaching touch typing. If you have access to the bound volumes of the commercial teachers' magazines of the time, you will find considerable amusement in reading the heated debates on that subject.

In our superior 1939 wisdom we spend a pleasant evening snickering over those articles debating the merits of touch typing. Eventually, though, our snicker dies away and is replaced with a few worried wrinkles on the brow as we wonder how many of our present debates over methods may seem equally comical to the superior 1959 wisdom of the next generation of commercial teachers.

What can we do about it? A lot. For one thing, we can always keep in the front of our minds the thought that the method we love so dearly and use so successfully is not the final word on the subject. That attitude of mind alone will do a lot to keep the wheels of progress moving. Another thing we can do is to keep informed about what the leaders in the field are doing—there is no use having an open mind unless there is some traffic through it. The fact that you read this magazine shows you are doing this, so no further comment is necessary here.

Extremely important is the ability to tell

whether a given method or device represents a yearning after the indefinable or whether it represents the multiplication table. Teachers who used the perfect-copy method of teaching typing were usually well aware of its many disadvantages but, at the time, they believed that it represented the multiplication table.

The multiplication table, too, has its disadvantages, pedagogically speaking, but we put up with them because there is no use trying to do anything about changing the multiplication table.

Typing teachers put up with the perfect-copy method of teaching typing because there didn't seem any use trying to change it, and they spent their time trying to find ways of compensating for the disadvantages. Therefore, let us be keen to recognize whether we should spend our time probing further into the indefinable or whether we are really face to face with the multiplication table and just have to make the best of it.

It is significant that the history of such things nearly always shows that the final answer involves an almost complete rejection of the previous idea rather than a gradual evolution. The first great advance in English shorthand systems came when the alphabetic basis was completely discarded and the phonetic system used. The next great advance came in 1888 with a system that completely discarded nearly all the stenographic devices that for fifty years had seemed absolutely essential.

In typing, the first great advance came when the help of the eye was completely discarded and the fingers were trained to find their way around alone. The next great advance came when the perfect-copy method was discarded and the stress laid on how the learner makes the motions instead of on the typewritten page. The next great advance—but I am coming to that later.

But before going on to plant a few sign posts pointing toward the possibilities of the future, I want to repeat two essentials of the open mind.

We must keep the door open but, as I said, that's no use unless there is traffic through the door. Then we must distinguish

between the open door and the swinging door. Don't close the door against all new ideas, but don't let the door swing in and out so fast that no idea stays long enough to ripen and be of value. Here we have the old, old conflict. We don't want to be reactionary, but neither do we want to be radical. The teacher, like the statesman, has the responsibility for being always liberal without ever being held in the stagnant water on one side or swept off his feet into the rapids on the other side. On the one side, his pedagogic boat will rot, and on the other side it will capsize.

This brings us to the question of the personal responsibility of the classroom teacher toward research. Educational research requires inclination, opportunity, and ability. Many have one or two of the requirements, but few have all three and, if we are deprived of the opportunity or have not the inclination or ability, we need not feel too bad. A relatively small number of researchers will supply more material than thousands of teachers can test and put into practice.

Right there lies the function of the classroom teacher—to select and test and put into practice the theories that the researcher works out in his study and tries experimentally in his laboratory. The work of the pioneer is of no more than potential value until the settlers come in and stake out their claims and develop the territory that has been pioneered.

Don't let your conscience trouble you if you are not conducting research—but be constantly on the alert to understand what the researcher has found. Try it cautiously but understandingly. Adopt and adapt as much as your circumstances and ability will permit, remembering always that no matter how good your results or your techniques or your methods, it is probable, almost certain, that within the next few years they will be bettered.

While it is no disgrace not to have discovered or invented the new and better way, it is certainly a reflection on the teacher who rejects the new and better way without adequate examination and testing. Although nothing is necessarily good simply because it is new and different, neither is it neces-

sarily good simply because it is old and tried. A new and better method must always supersede some old and assumably good method.

In a previous paragraph I hinted that I might throw some light on the next great advance in teaching methods. That was an overly ambitious thought, I am afraid, but perhaps I can at least set down some of the thoughts that have been running through the minds of those who have given the problem a great deal of attention in recent years.

Fundamentally the great advances in teaching methods in the next few years will undoubtedly concern themselves with attaining more definitely limited objectives in less time, with less effort on the part of the pupil and the teacher. These aims will be attained in two ways—first, by means of a more practical set of desired objectives and, second, by means of improved teaching methods.

Just what do I mean? Take for instance the "sound and fury" evoked by my recent timid suggestions about the bookkeeping course of study. Apparently, a fair number of teachers still fail to realize the great savings in time and effort that may be achieved by limitation of the desired objectives in some bookkeeping courses. If we were frankly to open our eyes to the multiplication table instead of yearning for the indefinable in this case, we could cut out of many bookkeeping courses much of the material that takes the most time and effort, and do this without in the least harming the course.

We should then have time either to do a more thorough job of teaching what we do teach, or we should have time to include other things that might be more valuable for the particular pupils studying "bookkeeping" (as we must call it for lack of a better name).

In bookkeeping as well as in the skill subjects, great advances in teaching methods will be evolved as we become more and more conscious of the import of one of the most valuable single sentences in all the literature of educational psychology—Dunlap's statement that "the function of practice is to modify response." Those eight words will make a tremendous difference in the

classroom work of every teacher who will use them as the touchstone of her every classroom procedure.

In bookkeeping, we have our students journalize miles of entries. In how many cases do those miles of entries leave the student still with a very imperfect ability to journalize? Has the practice modified response?

In typing, we have our students practice *f r 4 f*. In how many cases does the pupil finally write the figures by touch at all, let alone with facility even remotely comparable to his facility with the alphabet keys?

In shorthand, the pupil has copied several lines of the shorthand outline for *representative*. In how many cases does he boggle over the outline when he meets it in dictation, finally giving up altogether or writing it incorrectly? Has the practice modified response?

In the skill subjects our teaching procedures will be greatly improved when we realize that "technique" flows from successful work rather than successful work from technique. Here we have the immemorial confusion between cause and effect.

Because most expert shorthand writers of any system of shorthand tend to round their angles, the pupil is set to practicing rounded angles. Actually, rounding the angles won't make him write any faster, but writing faster will make him round the angles.

Some types of technique may profitably be taught to a limited degree *as techniques*, but even in those cases the perfection of the technique nearly always depends on the achievement of successful work, rather than the other way around.

In this class we might place the proper return of the typewriter carriage, for example. This may profitably be demonstrated to the beginner, but too great an insistence on it is an almost complete waste of time in the early stages of the work.

In the later stages of the work, a good carriage return comes from the drive for speed which gradually forces the pupil into the right technique if that technique has been demonstrated so that he doesn't have to work it out for himself; and, in some cases, he will even be able to work it out

for himself—although this is likely to be a time-wasting method of accomplishing the desired end.

Advances in teaching procedures will come as we realize that such a thing as "accuracy" in typing is not something that can be "taught," in the sense that we teach a pupil that the first key on the guide row is A. The pupil cannot successfully be drilled into accuracy, nor can he be kicked or coaxed into accuracy. He must be made to see the necessity and desirability of accuracy. He must be guided along a path that will give him opportunities of feeling the exact balance between speed and control that will give him the best records.

It is much simpler to try to "drill for accuracy" or to refuse to accept papers with more than x errors. The student may satisfactorily do the "accuracy drill" or he may turn in the paper with not more than x errors—but he will never thereby become an accurate writer, because that is not the way that such skills and controls are mastered. He may become an accurate writer—but not because of these drills.

So let us cease to "yearn for the indefinable" and let us purposely keep ourselves face to face with the multiplication table. Let us cease to hope that in some indefinable way our pupils will become accurate typists if we howl loud enough and long enough about

accuracy or if we make them do enough pages of accurate work.

Let us face the facts of the multiplication table and admit that if a certain drill doesn't do what it should do, or starts more trouble than it does good, we should be better occupied in finding out why this is so and in trying to devise a new type of approach than we should be in trying to devise corrective drills to repair the damage done by the first drill.

Or, if we can't cure ourselves of "yearning for the indefinable," let us do it outside the classroom. While we are in the classroom teaching commercial, usable skills and knowledges, let us not drill for the sake of drilling. Let us question everything we do and never be satisfied to use a procedure simply because that is the way everybody else does it.

Let us try to look at our work as though we were teaching the subject for the first time and had never had any instruction in methods. How would you go at it? Would you be satisfied with what you are now doing and the results you are now getting? If not, I wish you would write to me and tell me why. Tell me what changes you would suggest or, if you can't think of any changes, just tell me what you are dissatisfied about. Perhaps the collective experience of all our readers will suggest the changes.

East Texas Teachers Meet at Huntsville

COMMERCIAL teachers of East Texas met in conference at Sam Houston State Teachers College, Huntsville, on March 4. The conference was sponsored by the class in Methods of Teaching Commercial Subjects in the Secondary Schools, under the direction of Ike Harrison, instructor at Sam Houston.

The general theme, "What is business education doing to help the youth of today?" was discussed as applied to junior business training, shorthand, commercial contests, book-keeping, consumer knowledge, and teacher training, after an introductory discussion of "What does the business-education student need to meet life?"

Students presented a play dealing with family business details (and dangers), entitled "A Dollar Down," written by Bruce and Esther Findlay, of Los Angeles.

Dr. Evelyn M. Carrington, professor of

education, Sam Houston State Teachers College, was the luncheon speaker. The subject of her address was "What Part Does Personality Play in Business Success?"

Dr. J. Roy Wells is in charge of commercial teacher training at this institution.

Another Whitten At Woodbury College

M R. and Mrs. R. H. Whitten, of Los Angeles, have announced the arrival, on February 7, of Ray Howard Whitten, Jr., who weighed in at nine pounds.

R. H. Whitten, Sr., is president of Woodbury College, Los Angeles. The advent of Ray, Jr., now makes official the nickname "Pop," by which Ray, Sr., has for many years been known to his friends and students.

Teaching the Work Sheet

JAMES T. JOHNSON and GEORGE THOMAS WALKER

EDITOR'S NOTE—An expert, practicing accountant and former teacher of bookkeeping and accounting, who read this article in manuscript, praised it, then commented on it as follows:

"Now if someone would be frank and honest enough to admit that a work sheet is just a nuisance and unnecessary in most practical situations, I would heave a sigh of relief and shout, 'That's right!'"

Do you agree? Do you disagree? In either case, why not sit down and write the editor a letter, expressing your own convictions on the subject? Pertinent comments and replies from the authors of this article will be published in a forthcoming issue of the B.E.W.

CHANGE and experimentation usually pave the way for progress and efficiency. Authors of elementary accounting texts have, as a rule, made use of changes in approaches and methods of presentation. No doubt there have been many improvements during recent years in bookkeeping and accounting subject matter and teaching methods.

It is our belief, however, that some writers in accounting, particularly in the high school field, have not kept pace, in that they present the work sheet to the student before he has mastered the adjusting and closing processes. It is very important that a student thoroughly *understand* his work. This is especially true of accounting, because an accountant is faced constantly with new and varied situations and problems. Only those who know the fundamental principles of accounting and can fully exercise their reasoning powers will achieve much success in the field.

There are several reasons why we believe that the work sheet should not be presented until the student has studied the adjusting and closing processes. These reasons are best explained by the following difficulties, which are encountered if the work sheet is presented first.

1. In spite of numerous explanations, it is almost impossible to prevent the student

from thinking that the work sheet is a permanent statement or record similar to the balance sheet and the profit-and-loss statement. Students prove this by constantly asking if the work sheet should be done in ink.

2. Students wish to prepare the work sheet every time the books are closed and statements are prepared. They become too "work-sheet conscious," and, as a result, prepare a work sheet even when the accounts could be adjusted and closed and statements prepared more easily without it.

3. The making of adjusting entries is only partially taught. This is an important phase of accounting, and to be able to do it properly one must thoroughly understand the underlying principles.

Usually only one or two adjustments are required in the first several work sheets that a student learns how to work out (when the work sheet is studied before adjusting). This is to be expected, since the student's mind must be occupied principally in getting acquainted with the whole work sheet. The adjusting entries appear to him to be only a minor part of the problem. If the teacher were to stop at this point and give a thorough treatment of adjusting entries, the student would lose interest in both the work sheet and adjusting entries.

It is very advantageous to link the adjusting process (at least in the learning stage) with the closing process. For a logical and sound understanding of the adjustment for depreciation, for instance, the student should see what happens *in the ledger* to the nominal account and the valuation account affected by the adjustment. The relationship of the two accounts and the two processes is more readily comprehended if they are seen in the ledger rather than on a work sheet.

Adjustments for merchandise inventories are usually memorized when learned by means of the work sheet. The small num-

ber of adjustments required on the work sheet and the fact that the student doesn't know exactly the goal that he is working toward are the principle reasons for this. The same is true of other adjustments. If this is not true, why is it that most students who have studied bookkeeping in high school have as much difficulty with adjusting entries in college courses as do the students who did not study bookkeeping in high school, especially when the account titles are different from those used in the high school course?

4. The making of the closing entries from the profit-and-loss columns of the work sheet may not give the student the proper conception of closing out the nominal accounts in the ledger. He is apt to learn to credit accounts for the amounts on the debit side of the profit-and-loss column and to debit accounts for the amounts on the credit side without much thought about the effect on the books. The methodical procedure of closing is contrary to the development of reasoning on the part of the student.

5. The entry taken from data on the work sheet to close the net profit or loss for the period to the appropriate proprietorship account is difficult for a beginning student to understand. As a rule the reason for the entry and the method are not understood until the effect is shown *in the ledger accounts*.

6. It is difficult to get students to realize the importance of the adjusting and closing processes. They invariably ask, "Do we *have* to copy the adjusting entries from the work sheets?" or "Why do we make these closing entries when we have already placed the accounts in the profit-and-loss statement?" The presentation of the work sheet before adjusting and closing entries tends to take the student's mind away from the ledger, leaving the impression that when the work sheet has been completed the books have been properly adjusted and closed.

Possibly some authors and teachers emphasize the statements to the detriment of the accounts. For instance, some authors state that entries should be made in the ledger so that the accounts will agree with

the information shown on the statements. It is our opinion that the student should think of the adjustments being made to the ledger in order that the accounts may show the true facts, and that the statements are then prepared from the ledger.

7. A student does not get the correct mental picture of the profit-and-loss *account*. This account is not used until the closing entries are made. Since the latter are prepared from information on the work sheet, thinking in regard to the closing entries and the effects of the closing entries must be purely abstract until the entries are posted.

8. Much time is required to teach the work sheet. The student's foundation for many of the operations required by a work sheet is limited, and, consequently, much time is consumed in its presentation.

9. No doubt most teachers and students of accounting would agree that closing the books and the preparation of the work sheet are the two phases of elementary accounting that are most difficult for the beginning student. If this view is accepted, it will have to be granted that it is better pedagogy to present the closing process and then the work sheet rather than the two difficult phases at the same time. The average student is somewhat befuddled in following the *reasoning* in adjusting and closing when these processes are presented before the work sheet. But when the work sheet is presented with adjusting and closing entries, the confusion is actually increased, rather than alleviated, since in making adjusting entries there must be the same reasoning process along with the conglomeration (to the student!) of the columns and figures on the work sheet.

It has been observed that the difficulty in closing the books arises from the fail-

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ure to see the *reason* for the entries necessary to close the books. The work sheet only presents another barrier rather than clarifying the objectives and procedure of closing the books.

An objection to our suggestion that the adjusting and closing processes be studied before the work sheet may be that it does not correlate with practice. In other words, it may be argued that the work sheet should be taught before the adjusting and closing processes, because in practice the accountant will prepare a work sheet and then will make adjusting and closing entries. In answer, it must be remembered that many other phases of the first-year course are not taught from the beginning in the exact sequence in which they will later be applied in practice.

For instance, accounts are presented before the journal is introduced. Special journals are not taught until the student understands what is meant by *journal*. Control accounts are not discussed until he understands what a *ledger* is. He must know cash journals, sales journals, control accounts, and subsidiary ledgers before he tackles the voucher system. Yet the first set of books the student will have to keep on the job may be a voucher system.

The student should be asked to work out two or three complete problems on adjusting, closing, and preparing statements before he studies the work sheet. The following should be the requirements for each of these problems:

Journalize the transactions.

Post the journal entries.

Prepare a trial balance.

Journalize the adjusting entries.

Post the adjusting entries.

Take an adjusted trial balance.

Journalize the closing entries.

Post the closing entries.

Prepare a profit-and-loss statement and a balance sheet from the ledger accounts.

Take a post-closing trial balance.

Note that we are suggesting that the adjusting entries be posted before the closing entries are made. In this way the student sees the ledger accounts in the adjusted condition. He should be reminded of the fact that each account in the ledger now represents either a nominal or real element. The significance of these two types of accounts should be stressed.

Note also that in these requirements an adjusted trial balance is called for. This is mainly to prepare the student for the adjusted trial balance which is usually required on a work sheet. It is our opinion that he will see its significance better if he takes it at this time from the ledger.

When the bookkeeping cycle has been learned in this manner, the teacher may then teach the ten-column work sheet without difficulty and rote memorization. One of the problems previously worked out may be used by the teacher in demonstrating the work-sheet preparation. Another may be used as the first assignment on the work sheet. Only one illustrated lecture on the eight-column work sheet is necessary after the ten-column work sheet has been mastered.

Two or three new problems (or as many as necessary) should be assigned. The requirements for each problem should be as follows:

Prepare a work sheet.

Prepare a profit-and-loss statement and a balance sheet.

Journalize the adjusting and closing entries.

Post the adjusting and closing entries.

Prepare a post-closing trial balance.

The student should be told of the advantages of the work sheet. Since he has completed the bookkeeping cycle without the work sheet, these advantages will be easy to see and the student can appreciate them. Furthermore, he will see that it is neither necessary to prepare the work sheet every time the books are closed, nor necessary to close the books every time the work sheet is prepared.

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Nutmeg and Ginger

Fifth of a Series of Devices to Spice Up Shorthand and Typing Classes

CELIA AYARS PRIESTLEY

AUTHOR'S NOTE—These suggestions for maintaining enthusiasm in your shorthand and typing classes should be used with judgment and imagination. Some are so simple as to be unworthy of effort unless introduced with the proper touch of humor; others are too difficult for your pupils unless you have the habit of expecting a great deal of them. They all work. I use them in my classes.—C. A. P.

Shorthand

11 It's fun to play for a day that everyone—teacher and students—has laryngitis. Announce the lesson the day before—no one is to speak a word during the whole class period. All conversation is carried on by means of shorthand written on the blackboard.

The reading back of notes—if you insist upon a formal lesson—consists of typewritten transcription or a rewriting on the blackboard. Dictation is by way of the blackboard, too. There will be giggles at the strangeness and self-repression. Lapses into speech should be met with merely a smile and raised eyebrows. (Better practice before a mirror to get it just right!)

12 When you were a tot in the lower grades you made lists of all the words that belong to the same "families"—all the *ing* words, all the *ill* words. Hold very brief contests to see who can write the most words of one "family" in shorthand. Several contestants can write at the blackboard.

13 Some gray rainy day, give the class an original jingle-writing exercise. You may be surprised at the talent you uncover.

[By the way, are you using all these suggestions for class beginnings? That may be a good idea, and then again it might be better, sometimes, to spring surprises in the middle of the period, when the class is giving more attention to passing trucks than to shorthand.]

14 After a student has read a few sentences of his notes backward—starting with the last word of a sentence and reading to the first—he may see a need for making clearer outlines. Anyway, he will be ready to write that particular exercise again and appreciate his habitual method of reading.

Typewriting

11 Start the drill by asking all those who have been receiving good deportment marks to type in unison; then all those who are wearing anything red; those who study history; those who walk to school; those who have ever baked a pie; those who can stand on their heads. You can create much merriment by the ingenuity of your groupings.

12 Give the students a stated time in which to type directions for baking a cake, for constructing a short-wave radio set, for flying an airplane, for bathing a baby, or anything else that comes to your mind. Have enough of the instructions read to satisfy the writers.

13 Let different members of your group take your place at the demonstration typewriter. Some will enjoy this; others will need encouragement. No one should be forced to do it, but a spirit of willingness should be developed during the year, until everyone has had at least one turn. No typist should be self-conscious in his use of the machine.

14 Ask your students to type, in a limited time, a list of all the different makes of cars they know; all the towns they are able to recall.

15 The names of the states are valuable for drill work because of the frequency of their occurrence in typewritten work, their spelling difficulties, and their adaptability to a number of different exercises.

B. E. W. SECRETARIAL TRAINING SURVEY

Inquiry No. 4 in a Nation-Wide Study

The Utilization of Displays on Bulletin Boards

SUCH wide interest in our secretarial training survey has been shown by our readers that we have decided to publish our inquiries in the B.E.W. in the future instead of mailing them direct to the members of the survey. Any member who is not a subscriber to the B.E.W. will receive a copy of each inquiry free of charge. This change in procedure will, we think, increase the usefulness of the survey.

Our new inquiry is directed toward the utilization of bulletin boards and other display space in the classroom and other parts of the school building so that there may be a closer linking of actual business procedures and standards of the local community with each school's own classroom procedures and standards.

Advertising and display space bring high prices in the business world, and choice space is always at a premium. Effectively used, it pays big dividends to hardheaded Business. As a matter of fact, many business firms would go to the wall if such space were not effectively and constantly used.

In teaching secretarial training, we are trying to break in our stenographic students so that when they start to work on their first job they will have had some practical experience. We shall succeed in our endeavor in direct ratio to the tie-up between our students in the classroom and the jobs they are expecting to hold in business.

This tie-up cannot be brought about merely through the use of textbooks, lectures, and make-believe busy work. They all help and are an essential part of the training plant, but to them must be added, in so far as is practicable, a business atmosphere, actual business assignments and forms, and the essential incentive that is contained in the pay check of the employee. An employee whose livelihood depends on his giving efficient service learns much more

quickly than the student who is attending school and whose pocket money and all other expenses are being provided by his parents.

One way to bring business into the classroom is to show it visually on bulletin boards and in other display space. This is, of course, only one way, but let us be sure we are using that one way to the maximum advantage before we consider additional ways.

This inquiry is made to find out what secretarial-training teachers are now doing with their display space to bring before their students local business procedures, forms, business opportunities, standards, layouts, etc. Send us photographs of your bulletin board, either as you are already utilizing it for this purpose or filled with displays prepared in accordance with the suggestions contained in this inquiry.

Unless you can obtain the services of a competent amateur photographer, we urge that you employ the best professional photographer available in your community to photograph your bulletin board. Tell the photographer you wish a glossy print for reproduction in a magazine.

If you have difficulty in financing the cost of the photograph, it is highly probable that the firms from which you obtained the material you are displaying on your bulletin board will be glad to prorate the cost among themselves when they know the purpose of the photograph.

Send your photographs to us mailed flat, together with an informal story telling how you went about preparing your displays, what they consist of, and the opinions of your students and your associates as to their value. All material submitted to us in answer to this inquiry will be paid for at our customary rates if published in the B.E.W. Any contributions not published will remain the property of the contributor.

CHARACTER TRAITS THAT HELP TO GET POSITIONS

NAME OF STUDENT	ADAPTABILITY	ALERTNESS	AMBITION	ATTRACTIVENESS	BROAD INTERESTS	BUSINESSINESS	CHEERFULNESS	COURTESY	GRACIOUSNESS	HEALTH	INTELLIGENCE	MODESTY	NEATNESS	PERSISTENCE	POISE	SELF-CONFIDENCE	SELF-CONTROL	SELF-RESPECT	SENSE OF HUMOR	TACT	VERSATILITY	WILLINGNESS
ANNA	*	*		*			*	*	*			*	*			*			*		*	
BELLE			*	*						*								*		*		
CORA	*				*	*	*	*	*	*			*				*			*	*	
DORIS				*		*	*	*	*			*	*			*		*		*	*	
ELLEN		*			*		*	*	*				*	*	*		*				*	
FLORENCE	*		*				*			*						*	*	*	*	*	*	
GRACE					*		*	*	*	*			*				*	*	*	*	*	
HELEN	*	*	*		*		*	*	*	*	*	*			*		*		*		*	
ROSE	*	*	*		*		*	*	*		*	*			*		*		*		*	
SHIRLEY	*	*	*	*		*	*	*	*		*	*	*	*	*	*		*	*	*	*	

CHARACTER TRAITS THAT HELP TO KEEP POSITIONS

NAME OF STUDENT	ACCURACY	CONSCIENTIOUSNESS	DEPENDABILITY	EXECUTIVE ABILITY	FAIRNESS	FORCEFULNESS	FORESIGHT	HONESTY	INITIATIVE	INDUSTRIOUSNESS	JUDGMENT	LOYALTY	MEMORY	ORDERLINESS	ORIGINALITY	PATIENCE	RESOURCEFULNESS	RESPONSIBILITY	RETICENCE	SPEED	THOROUGHNESS	THOUGHTFULNESS
ANNA	*		*			*	*		*	*			*		*	*		*	*	*	*	*
BELLE		*				*	*	*			*	*			*	*	*	*	*	*	*	*
CORA			*			*	*	*			*	*			*	*	*	*	*	*	*	*
DORIS	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELLEN		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FLORENCE					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GRACE	*		*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
HELEN					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ROSE		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SHIRLEY	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Here is a chance to do a really constructive piece of work!

CLYDE I. BLANCHARD

VERNAL H. CARMICHAEL

Two Character Charts

Mrs. Gladys Seale, of Wadleigh High School, New York, N. Y., contributes the charts shown on the facing page. Her description of the use of these charts follows:

In order to keep my students aware of the various character traits that help one to get and keep a position, I place on the bulletin board a chart listing desirable character traits. Names of all members of the class are listed on the left side of the chart, and the various character traits are printed across the top.

In class discussion, I mention various students who seem to me to deserve commendation for special character traits. Next to each name and under the heading of the outstanding character trait of that student, I place a star.

In succeeding class sessions, I ask which student best illustrates "honesty," for instance. When a name is suggested, I place a star on the chart for that person and ask the nominating student why he selected that particular trait. Nominations for other character traits follow.

Thereafter during the term, each time a student shows by some act a particularly outstanding trait, a star is placed next to his name and underneath that trait.

It is important that one or more stars be entered during each period and that all students receive some stars during the term.

This activity consumes no more than a minute of each period but keeps character traits constantly in the students' minds.

A Four-Week Course In Character Building

Ewing H. Organ, of the Westwood, New Jersey, High School, sent us as his project an excellently outlined four-week course in the development of characteristics for success in business.

His objectives for the course are as follows:

I. To develop character by emphasizing the following attributes:

- | | |
|------------------|-------------------|
| A. Loyalty. | E. Co-operation. |
| B. Honesty. | F. Industry. |
| C. Self-respect. | G. Dependability. |
| D. Initiative. | H. Punctuality. |

II. To improve personality by stressing the following traits:

- | | |
|-----------------|------------------|
| A. Tact. | E. Manners. |
| B. Courtesy. | F. Cheerfulness. |
| C. Cleanliness. | G. Posture. |
| D. Dress. | H. Health. |

III. To instill in the pupil the proper attitude:

- A. Toward the employer.
- B. Toward fellow workers.
- C. Toward the work.
- D. Toward the institution.

IV. To aid the pupil to recognize the need of:

- A. Good citizenship.
- B. A broad education

He has established a minimum, an average, and a maximum achievement for his students, an excellent plan for use in any class.

Testing is done by means of self-analysis charts, each pupil using a chart for each of the four weeks. The teacher also rates each pupil every two weeks.

His outline is divided into four major columns, as follows: subject matter, illustrative and enrichment material, projects, and correlation.

Each column is divided into four, for the four weeks, with complete details for each week's activities.

Woman's College Almost Doubles Business Enrollment

SIXTY-THREE seniors in the secretarial-science department of the Woman's College of the University of North Carolina, Greensboro, North Carolina, will graduate in business-teacher training and will receive a B. S. degree in secretarial administration and a class "A" teacher's certificate. An equal number will graduate in secretarial training.

The enrollment in the department is almost double that of last year. The thirty-seven seniors graduating in business-teacher training last year were all placed in desirable teaching positions. Dr. Albert S. Keister, head of the department of economics, is acting head of the secretarial-science department this year. Instructors in the department are Miss Patty Spruill, Miss Maude L. Adams, G. H. Parker, and Vance T. Littlejohn.



B.E.W. Awards Department News



MILTON BRIGGS and DOROTHY M. JOHNSON

THE second annual project contest is under way. Thousands of students are busy working on their solutions to the contest projects, and more entries are coming in daily. The contest closes on April 14.

The prizes include six beautiful silver cups, twelve cash prizes for teachers of winning classes, and ninety-six cash prizes for individual student winners.

The April and May Projects

The projects for both April and May—that is, the two final projects of this year's series—are ready for mailing now. Your students will have time to work out their solutions without delay.

All the following projects, in pamphlet form for student use, are available at 2 cents apiece.

The sooner solutions are received by the Department of Awards, the sooner your certificates of Achievement will reach you.

Business Personality

April. Many of the puzzling problems faced by applicants for employment are helpfully discussed in this project. Among them are: How can I find out the name of the man I hope to see in an office? What shall I say to him?

May. A practical series of assignments on actual problems in dealing with customers, both face to face and by telephone. Every clerical employee who does business with outsiders must understand the ways of customers and how to refuse requests when refusal is necessary.

Office Practice

April. A simple but thorough project in alphabetizing, filing, and cross-reference is assigned for April. In addition to the filing and cross-referencing of the correspondence relating to one letter, twenty-four names are listed, to be alphabetized according to units. Complete instructions are given for every step.

May. The beginning employee who refuses to accept responsibility is unlikely to have responsibility (and higher pay) thrust upon him. Some assignments in simple research—looking up correct versions of misquoted quotations, for instance—and some good advice about accuracy and self-reliance are included.

Business Letter Writing

April. The theory and practice of writing application letters is the basis for the April project in letter writing. The student chooses from many classified "help wanted" advertisements and applies, by letter, for one of the positions advertised. Advice about the writing of effective, productive application letters is a part of the project.

May. Most people find it embarrassing to demand money, even when it is due. A collection problem has been set in a school situation, so as to make the necessity for collecting seem real, in this final project of this year's series on letter writing.

Bookkeeping

April. A student employed in a garage during vacation keeps the records, including a Purchases Book, Sales Book, Cash Receipts Book, and Cash Payments Book. This is an actual bookkeeping project, prepared by a student from whose experience it is taken.

May. The May bookkeeping project is offered in response to a request for a more advanced problem. First-, second-, and third-year bookkeeping students are invited to try their hands (and heads) at it. The project calls for a Profit and Loss Statement and a classified Balance Sheet. Preparation of a working sheet and the making of adjusting and closing entries are optional.

Business Fundamentals

April. More than arithmetic goes into the making of an expense account. The ethics of the person submitting it may be remembered long after the dollars and cents have been paid and forgotten. In this project, Mr. and Mrs. Walter Case move their household goods, at company expense, and submit an expense account. The problem is a study in good judgment, mathematics, the cost of travelling, and living expenses in a large city.

May. Each spring thousands of ambitious high school and college students start their search for summer employment. The May business fundamentals project has been designed to assist these students. It offers them helpful suggestions and calls upon each student to investigate various positions in which he is interested, state his preference, and tell how he plans to seek employment.

B. E. W. Projects May Now Be Used at Any Time

COPIES of most of the project pamphlets for the current school year are now available at 2 cents a copy. Order from the list below the projects you would like to have your students work, and identify them by the month of publication, this way: "43 copies January, 1939, Business Personality project at 2 cents, 86 cents."

Projects not listed below are out of print and no more copies can be supplied.

Bookkeeping

(Milton Briggs, Director)

October, 1938: Personal record keeping of a college student: cash journal, statement of cash receipts and disbursements.

January, 1939: Inventory in a shoe company, including calculation of costs and profits.

February, 1939: Special forms of cash-receipts and cash-payments books in a laundry; general journal.

Business Letter Writing

(Dorothy M. Johnson, Director)

October, 1938: A bulletin-board announcement giving information and using persuasive arguments.

November, 1938: A sales letter, in which the student persuades a prospective tenant to rent a house.

December, 1938: A "form letter" announcing a store's new Christmas service, "Santa Claus House."

January, 1939: An adjustment letter, in which the writer says "Yes" to one request and "No" to another.

February, 1939: A sales letter to a customer who wants to cancel an order for merchandise especially manufactured for him.

Office Practice

(Dr. Vernal H. Carmichael, Director)

November, 1938: An employee of a job printer figures pay rolls and deductions and makes the proper currency requisition.

January, 1939: An employee in a clothing store prepares a bank reconciliation statement, comparing check stubs with statement.

February, 1939: A stock-room clerk keeps stock records, receipts, and shipping memoranda.

Business Personality

(Dorothy M. Johnson, Director)

November, 1938: Six assignments concerning dependability in school situations as a foundation for business success.

December, 1938: Five assignments stressing the

development of acceptable attitudes toward the job, the employer, and the customer.

January, 1939: Eight assignments in the art of staying out of office quarrels, especially other people's.

Business Fundamentals

(Milton Briggs, Director)

October, 1938: The student computes percentages of profit, cost, and selling prices and finds errors in someone else's figures.

November, 1938: The secretary of the commercial club keeps a cash book and record of members' dues payments.

December, 1938: The cashier in a department store makes change and corrects sales slips.

January, 1939: The keeper of a household budget studies ways of saving and investing money, cash vs. time payments, and fire-insurance inventory records.

February, 1939: The "proprietor" of an errand agency keeps customers' accounts, prepares statements, and deposits money in the bank.

Solutions to any or all of these projects may be sent to the B.E.W. Department of Awards for examination and possible certification; simply disregard the due dates printed on each pamphlet. This ruling is made for the benefit of classes that began new subjects at midyear or those following a course of study into which the projects did not fit at the time they were printed.

Proper entry forms will be sent with the project pamphlets.

Keys and comments will be sent to you automatically with your students' certificates.

If you cannot send student solutions for certification but would like to have projects, keys, and comments anyway, make a note on your order, "Please send keys," and we will include project keys and comments in your shipment of project pamphlets.

Free Booklet of Directions

If you do not have a copy of "Effective Teaching," the booklet that gives complete directions for using the monthly projects, include in your order a request for your copy. It is free.

Please send order and remittance for project pamphlets (2 cents each copy) to Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York

THE program of this year's annual convention of the N.E.A. Department of Business Education to be held in San Francisco will begin with a general session on Monday, July 3. Addresses will be given by three nationally known business educators.

No special sessions will be scheduled for July 4. After a "Business Education Breakfast," the theme for the national holiday will be "Enjoy San Francisco."

The annual luncheon of the Department will take place on Wednesday, July 5. The program includes a conference on consumer education and special sessions on bookkeeping and secretarial curricula, business-teacher training, junior college business education, and office appliances.

The National Conference on Distributive Occupations will be held on Thursday, July 6. A panel of experts on current problems in business education will conduct a session entitled "Answer, Please!" Interested groups will meet to discuss business education in the private schools and in the general school program, and another round-table session will discuss "The Businessman and the Business Educator."

Executive Convention Committee

The local committee on arrangements promises a national meeting full of interesting professional programs and enjoyable social affairs. Every business educator will want to try to include the summer convention on his vacation itinerary.

Members of the local executive committee on arrangements are as follows:

Director: Joseph DeBrum, Sequoia High School, Redwood City, President of the Department.

Assistant Directors: Dr. Ira W. Kibby, Chief of the Bureau of Business Education, Sacramento; Dr. William Odell, Director of Secondary Education, Oakland.

Chairman, Registration and Reception Committee: Fred A. Kelly, Balboa High School, San Francisco.

Chairman, Committee on Hotel and Luncheon Arrangements: J. Graham Sullivan, Director of Hotel Management Training, San Francisco Junior College.

Chairman, Entertainment Committee: A. L. McMillan, High School of Commerce, San Francisco.

Assistant Headquarters Secretary: Margaret



OFF TO THE And the Golden Gate In



Night Scene on

The Fountain of Western Waters, replete with stars
At the south end of the Court of the Seven Seas



THE N. E. A. International Exposition



on Treasure Isle

statuary, in the Court of Pacifica on Treasure Island.
Seas rises the brilliantly lighted Tower of the Sun.

Montgomery, Balboa High School, San Francisco.

Private Schools Committee: J. Evan Armstrong, president of Armstrong College, Berkeley.

In charge of Co-operation with Business Groups: J. Evan Armstrong.

Program Advisers: W. E. Clayton, Technical High School, Oakland; Henry I. Chaim, High School of Commerce, San Francisco; Alfred Sorensen, Roosevelt High School, Oakland; Dr. F. G. Marsh, San Francisco Junior College; Weaver Meadows, San Jose State College; Ralph Fields, Stanford University; Mary Fraser, San Francisco Public Schools; Blake Spencer, University High School, Oakland; John W. Edgemon, Oakland Public Schools.

Other appointments are pending.

The special entertainment feature of the convention is scheduled for Thursday evening, July 6, when the million-dollar steamer "Delta Queen" will sail for an all-night moonlight trip from San Francisco to Sacramento, California's state capital and largest inland city. Dinner, dancing, and entertainment will occupy the evening and night as the boat travels up through the Great Valley of the Sacramento.

The ship will be reserved exclusively for business teachers and their guests. Tickets are surprisingly low priced: \$4.75 includes fare to Sacramento, dinner, dancing, game privileges, stateroom berth, and breakfast. This will be "Fiesta" time in Sacramento. Arrangements for the return trip can be made on registration day at the Department's convention headquarters. The return trip will cost about \$1.50 a person, by bus or train.

ACT TODAY! Early interest indicates a quick sell-out, so reservations should be made at once. Address reservations and inquiries to A. L. McMillan, High School of Commerce, San Francisco, California. Unpaid requests will be held until June 10, but preferred stateroom reservations will be made in the order in which payments are received.

HURRY!! If you wish accommodations at the convention headquarters (Hotel Whitcomb, San Francisco), write immediately to the N.E.A. Housing Committee, attention of Miss Sinclair, 200 Exposition Auditorium, San Francisco. Ask for accommodations at the Whitcomb—be sure to state you are a member of the Department

Odell to Evaluate New-Type Programs

THE General Education Board of California has made a grant-in-aid to be used in furthering the work of California's co-operating high schools. This project, paralleling that of the Progressive Education Association, was inaugurated by the California State Department of Education several years ago and is restricted to California high schools. Under its guidance, a number of California high schools have been developing curriculum modifications intended to improve their offerings. A special arrangement was made by this group of high schools with the colleges and universities of the state for admitting graduates of the experimental programs to regular standing as freshmen upon graduation.

Dr. Aubrey A. Douglass, chief of the Division of Secondary Education in the California State Department, has recently appointed a state committee on co-operating schools, with the following members:

A. C. Argo, principal, Sequoia Union High School, Redwood City; Alvin C. Eulich, professor of education, Stanford University; George H. Geyer, district superintendent of schools, Westwood; Arthur Gould, deputy superintendent of schools, Los Angeles; Walter R. Hepner, president,

San Diego State College; E. W. Jacobsen, superintendent of Oakland Public Schools; F. J. Weersing, professor of education, University of Southern California, Los Angeles; L. A. Williams, associate director of relations with schools, and professor of secondary education, University of California, Berkeley; and Aubrey A. Douglass (chairman).

The General Education Board grant is to be used to provide fellowships to B. C. Winegar, of the curriculum division of the Los Angeles City Schools, and Dr. William R. Odell, director of instruction for adult and secondary education, Oakland, California. These two men are to spend several weeks at the University of Chicago, at Ohio State University, and in visiting experimental schools during the present year. Upon their return they will serve their own school systems and also will serve on a part-time basis the co-operating schools in other city school systems during the year 1939-40. Mr. Winegar is to be concerned particularly with the further development of the curriculum programs in the various schools and Dr. Odell with evaluation of new-type programs in these schools.

FRED H. WARD, principal of the Nettleton Commercial College, Sioux Falls, South Dakota, died at his home at the age of 58 years, on Thursday, March 2.

Mr. Ward had lived in Sioux Falls for nineteen years. He was born in Peabody, Kansas, and was married to Miss Bessie O. Crow at Hutchinson, Kansas, in 1906.

Prior to moving to Sioux Falls in 1920, he was engaged as an instructor in private business schools in the cities of Milwaukee; Mankato, Minnesota; and Winona, Minnesota.

Mr. Ward was a past president of the Sioux Falls Kiwanis Club.

Surviving are his widow; a daughter, Mrs. A. K. Stenson; and two brothers and two sisters.

J. H. CRAFTON, for more than fifty years associated with the Gem City Business College, Quincy, Illinois, died on January 25,

at the age of eighty-two, following a long illness.

Mr. Crafton had lived in Quincy since his early manhood, and was prominent in the business affairs of the city. In addition to his position as second vice-president and registrar of the college, he was a former president of the Gem City Building and Loan Association, a director of the Illinois State Bank, and an active church member. He was a graduate of the University of Illinois and of the school with which he was associated for more than half a century.

The remembrance of his wise counsel and genial influence will be a treasured heritage of the thousands of young people who came under his tutelage.

Mr. Crafton is survived by his widow and one daughter, to whom we extend our sincere sympathy.

Study of the High School Supervisor's Personality

M. B. KENWOOD

Central High School, Paterson, New Jersey



EDITOR'S NOTE—This article is the seventh and last of a series of excerpts from Mr. Kenwood's thesis, "The Supervisor as an Individual." The B. E. W. welcomes your frank comments on this series.

THE academic and professional training required and desired of the school supervisor has been discussed in detail by many authors. Comparatively few have written of the personality requirements. Yet, the personality of the supervisor is an important element in supervision. His personal characteristics are very influential in determining the attitudes and reactions of teachers toward supervisory activities.

A careful analysis was made of many articles pertinent to the supervisor's personality. The following table reveals the opinions of seventeen leading educators¹ as mentioned in their writings.

These same qualities are listed in order of frequency; the number of times each is mentioned is indicated by the numeral preceding the quality.

Table of Frequency of Qualities Indicated

11 Sympathy	6 Kindness
10 Co-operation	6 Good grooming
8 Tact	6 Professional knowledge
8 Initiative	5 Ability to see others' point of view
7 Self-control	5 Fairness
7 Open-mindedness	5 Geniality
6 Helpfulness	5 Self-reliance
6 Enthusiasm	5 Sense of humor
6 Loyalty	
6 Sincerity	

¹ Adair, C.; Bird, G. E.; Burton, W. H.; Clement, J. A. and J. H.; Crabtree, J. W.; Douglass, H. R., and Boardman, C. W.; Fichlander, A.; Kelley, G. K.; Land, S. L.; Miller, R. A.; Ritenour, F. C.; Taylor, J.; Wagner, C. A.; Whitney, F. L.; Hanus, P. H.; Harvey, L. D.; and Thompson, W. C.

5 Executive ability	2 Originality
5 Intelligence	2 Progressiveness
5 Leadership	2 Broad scholarship
4 Courage	2 Promptness
4 Candor	2 Moral cleanliness
4 Genuineness	2 Foresight
4 Cheerfulness	2 Perseverance
4 Industry	2 Patience
4 Optimism	2 Aggressiveness
4 Good health	2 Ethical character
4 Reliable judgment	1 Strong personality
3 Teaching spirit	1 Appreciation
3 Poise	1 Vision
3 Adaptability	1 Frankness
3 Resourcefulness	1 Decisiveness
3 Courtesy	1 Good breeding
3 Lofty ideals	1 Democratic spirit
3 Reliability	1 Ability to discipline
3 Understanding	1 Ability to make a good speech
3 Firmness	1 Charity
2 Honesty	1 Amiability
2 Friendliness	1 Generosity
2 Good manners	
2 Systematic	

It will be noted that several qualities overlap in meaning. Therefore, these qualities have been further arranged in "natural groupings"; the order indicates the frequency of the qualities as a group.

Table of Qualities Combined in Groups

1. Sympathy	3. Tact
Kindness	
Understanding	
Patience	4. Initiative
Appreciation	Originality
Generosity	Adaptability
Geniality	Resourcefulness
Friendliness	Self-reliance
Amiability	
Courtesy	5. Self-control
Charity	
2. Co-operation	6. Open-mindedness
Promptness	Ability to see point
Helpfulness	view of others
Teaching spirit	Democratic spirit

- | | |
|-------------------|-------------------------------|
| 7. Enthusiasm | 10. Professional knowledge |
| Cheerfulness | Intelligence |
| Lofty ideals | Broad scholarship |
| Optimism | Reliable judgment |
| Sense of humor | Progressiveness |
| 8. Loyalty | 11. Executive ability |
| Sincerity | Leadership |
| Fairness | Courage |
| Candor | Industry |
| Frankness | Firmness |
| Honesty | Perseverance |
| Genuineness | Aggressiveness |
| Reliability | Strong personality |
| Moral cleanliness | Decisiveness |
| Ethical character | Systematic supervision |
| 9. Good grooming | Foresight |
| Poise | Vision |
| Good health | Ability to make a good speech |
| Good manners | Ability to discipline |
| Good breeding | |

Glancing at the qualities in the first group, we find that they may be generally termed as "sympathetic understanding." In like manner, the key quality in each group was selected. These qualities are now arranged in order of their importance and frequency.

Table of Frequency Qualities

1. Sympathetic understanding
2. Co-operation
3. Tact
4. Initiative
5. Self-control
6. Open-mindedness
7. Enthusiasm
8. Loyalty, sincerity
9. Good appearance
10. Professional knowledge
11. Leadership

I thought it would be interesting to discover the qualities that faculty members deemed important. A list of personal qualities of the supervisor was submitted to the faculty members of the Central High School, Paterson, New Jersey. They were asked to rate the qualities as being essential, desirable, or unimportant. Additions were requested.

Forty-one faculty members replied to the questionnaire. Their answers were then tabulated according to the frequency of each quality under the headings, *Essential*, *Desirable*, *Unimportant*. The results follow:

Quality	E	D	U
Ability to discipline	29	8	4
Ability to make a good speech	10	21	9
Ability to see other's point of view	36	21	0
Adaptability	30	8	3
Aggressiveness	11	18	12
Amiability	15	23	3
Appreciation	27	12	2
Broad scholarship	27	13	1
Candor	19	15	7
Charity	8	25	8
Cheerfulness	20	18	3
Co-operation	37	4	0
Courage	23	14	4
Courtesy	24	14	3
Decisiveness	28	10	3
Democratic spirit	22	11	8
Enthusiasm	20	19	2
Ethical character	27	9	5
Executive ability	29	11	1
Fairness	34	7	1
Firmness	25	13	3
Foresight	21	18	2
Frankness	23	13	4
Friendliness	17	19	5
Generosity	8	23	10
Geniality	11	25	3
Genuineness	24	15	2
Good breeding	24	13	4
Good grooming	10	28	3
Good health	10	29	2
Good manners	15	23	3
Helpfulness	26	13	2
Honesty	33	7	1
Industry	21	16	4
Initiative	25	15	1
Intelligence	32	9	0
Kindness	21	19	1
Leadership	36	5	0
Lofty ideals	17	18	6
Loyalty	19	18	4
Moral cleanliness	24	13	4
Open-mindedness	26	13	2
Optimism	10	25	5
Originality	9	28	4
Patience	23	15	3
Perseverance	21	16	4
Professional knowledge	29	11	1
Progressiveness	24	16	1
Promptness	20	16	5
Reliability	30	10	1
Reliable judgment	30	10	1
Resourcefulness	24	15	2
Self-control	30	10	1
Self-reliance	23	16	2
Sense of humor	17	21	3
Sincerity	31	9	1
Systematic supervision	18	17	2
Tact	27	13	1
Teaching spirit	27	11	3
Understanding	22	17	2
Vision	21	18	2
Poise	15	23	3

When these qualities are arranged in their 'natural groupings," we note the following:

<i>Groupings of Qualities</i>	<i>No. of Votes</i>	<i>Groupings of Qualities</i>	<i>No. of Votes</i>
Appreciation	27	Ethical character . .	21
Courtesy	24	Reliable judgment .	30
Patience	23	Genuineness	24
Understanding	22	Moral cleanliness .	24
Kindness	21	Frankness	23
Co-operation	37	Candor	19
Teaching spirit	27	Loyalty	19
Helpfulness	26	Good breeding . . .	24
Promptness	20	Intelligence	32
Tact	27	Professional knowl- edge	29
Adaptability	30	Broad scholarship .	27
Initiative	25	Progressiveness . . .	24
Resourcefulness . . .	24	Leadership	36
Self-reliance	23	Ability to discipline	29
Self-control	30	Executive ability . .	29
Ability to see others' point of view	36	Decisiveness	28
Open-mindedness . .	26	Firmness	25
Democratic spirit . .	22	Courage	23
Enthusiasm	20	Foresight	21
Cheerfulness	20	Industry	21
Fairness	34	Perseverance	21
Honesty	33	Vision	21
Sincerity	31	Strong personality .	19
Reliability	30	Systematic super- vision	18

It is interesting to note the similarity of the opinions of the faculty members of the Central High School with those of the seventeen authors studied.

<i>Findings of 17 Authors</i>	<i>Opinions of Faculty Members</i>
1. Sympathetic understanding	1. Appreciation
2. Co-operation	2. Co-operation
3. Tact	3. Tact
4. Initiative	4. Adaptability
5. Self-control	5. Self-control
6. Open-mindedness	6. Ability to see point of view of others
7. Enthusiasm	7. Enthusiasm
8. Loyalty, sincerity	8. Fairness
9. Good appearance	9. Good breeding
10. Professional knowledge	10. Intelligence
11. Leadership	11. Leadership

Certain qualities were mentioned time and again: for example, sympathy, understanding, sincerity, etc. It is quite apparent, then, that very definite qualities are particularly required of a supervisor.

After all, just what do we want in a supervisor? The following brief paragraph by

Adair is so compact and so pertinent that it is worth re quoting:

What teachers want—what we all want—most in supervision is leadership—human, constructive, inspiring. We want our leaders to be men and women of sterling character, possessed of penetrating discernment, boundless sympathy, and an insatiable desire for the complete development of youth. We want them rich in experience and culture, open-minded in training, clear-eyed in purpose, embodying in their personalities high ideals of work, lofty standards of achievement, and a keen dissatisfaction with less than their best.

THAT enterprising school, the J. A. Maybin School for Graduates, has evolved another novel idea for advertising the product of its business course.

Miss Ray Abrams, principal of the school, has sent to the B. E. W. a calendar designed and executed by the students in the secretarial department. A sheet of green art paper is pasted over a sheet of red. The red paper has been carefully mimeographed with 4-line poetic descriptions of students in groups of three across and four down. The green paper has also been mimeographed to show the monthly calendars and at the bottom of each calendar is the name of the student described on the red paper exactly beneath. The twelve calendars are carefully cut on two sides and the bottom and are scored at the top so each can be lifted as a flap.

The calendar is titled "Jobs" and the instructions for its use are these:

If you want a prize in '39

Here is a simple rule—

Lift a leaf, read a line,

And then phone Maybin School.

One of the descriptions reads:

Combine pep with ability

And see what you get—

A clerk for your office

The best you have met.

THE SCHOOL OF RETAILING, New York University, New York City, announces a two-term summer session—July 3 to July 22 and July 24 to August 11.

In addition to those courses being offered by members of the regular staff, Otto R. Sielaff, retailing co-ordinator, Detroit Public Schools, will be in charge of a course entitled "Methods for Teacher Training Under the George-Deen Act."

"Administration and Supervision of Training Under the George-Deen Act" will be taught by Dr. Kenneth B. Haas, special agent for distributive education, Office of Education, United States Department of the Interior.



B.E.W. Student Clubs Department
Robert H. Scott, Editor

Central Accounting of Extracurricular Funds

CHARLES J. JENSEN

EDITOR'S NOTE—This is the second installment discussing the handling of money coming to high school organizations through student activities. The first installment appeared last month. In these articles, Mr. Jensen describes the system successfully used by the Columbia High School, Columbia, Pennsylvania, for the past six years and presents models of the various forms and books kept at that school.—R.H.S.

THE duties of the general treasurer, a member of the faculty of the commercial department, are to supervise the work of student assistants, determine new policies for the system, and sign all checks.

Checks authorized by withdrawal orders are written by the check writer at an appointed time and place during the day. A check will, however, be written at any time if it is absolutely necessary. The check writer makes out the check, except for the signature, which is affixed by the general treasurer, the bonded member of the Central Finance System.

During the school day, either the cashier or his assistant accepts deposits from the club treasurers. At the end of the school day, these amounts are put together and deposited at the bank where the Central Finance System account is maintained. The cashier places all deposit-order slips received during the day in an appropriate place in the filing cabinet.

On the last day of the month, the cashier takes the bankbook to the bank for balancing and orders a bank statement, which he calls for the next morning. As soon as the statement is received, the cashier and check writer reconcile the bank statement with the checkbook.

The assistant cashier acts only when there is a large amount of money to be counted, or when the cashier is absent. Several assistant cashiers may be needed when a large amount of money must be counted.

The bookkeeper is also the assistant general treasurer. At the end of each school day, the bookkeeper takes from the filing cabinet all the deposit and withdrawal orders placed there by the cashier and the check writer. These orders are entered in the Cash Journal (Figure 1) of the Central Finance System. After the orders have been recorded in the Cash Journal, they are filed according to "account letters" for future reference. Every other day, and occasionally every day, the bookkeeper posts the entries in the Cash Journal to the Ledger. Figure 2 illustrates a typical ledger sheet.

Each account has at least one loose-leaf ledger sheet. Some accounts require four and five sheets for the school year. All the posting is done by a Burroughs Posting Machine. As can be seen from Figure 2 the balance of an account can be determined at a moment's notice. These ledger sheets are kept in a loose-leaf binder.

On the last school day of each month, the bookkeeper determines the total of all account balances and the balance of the Cash

◆ *About Charles J. Jensen:* Head of commercial department, Chester (Pennsylvania) High School. Degrees from Rider College, Trenton, New Jersey. Has published other articles in this magazine. Puts into practice his belief that townspeople should be kept informed of school activities. Has installed several accounting and office systems. Hobby: "Writing, woodworking, and running my son's electric train."

CASH RECEIPTS

CASH PAYMENTS

May 11 J 77	Brought forward ..	1,611.48	May 11 B 27	Brought forward	44.69
May 12 G 26	Operetta receipts ..	1.05	May 11 J 146	State band dues	5.00
May 12 J 78	Class dues ..	.50	May 11 J 147	Costume rental ..	30.00
May 13 I 6	Operetta receipts ..	.05	May 11 J 148	Tickets "Tune In" program ..	14.75
May 16 G 27	Dues and dance receipts ..	24.10	May 11 J 149	Novelties (operetta) ...	2.20
May 16 I 8	Class dues ..	1.00	May 11 J 150	Scenery	2.50
	Soft drinks ..	7.20		Cosmetics	1.65

FIGURE 1

COLUMBIA TRUST COMPANY, COLUMBIA, PA.

SHEET NO. 1 A

NAME Athletic Association

ADDRESS Mr. G. H. Dunkel, Adviser -- Room 6

OLD BALANCE	DATE	CHECKS IN DETAIL	DATE	DEPOSITS	DATE	NEW BALANCE
		BALANCE BROUGHT FORWARD SEP	SEP 10 '37		SEP 1 '37	9.94*
9.94	SEP 8 '37	12.50-	SEP 8 '37	110.00	SEP 8 '37	107.44*
107.44			SEP 8 '37	40.00	SEP 8 '37	190.94*
190.94	SEP 10 '37	50.00- 12.50-	SEP 8 '37	43.50	SEP 8 '37	190.94*
	SEP 10 '37	7.50- 40.00-			SEP 10 '37	59.44*
	SEP 10 '37	3.00- 3.00-				
311.93	SEP 20 '37	3.00- 3.00-	SEP 20 '37	473.90	SEP 20 '37	768.83*
	SEP 20 '37	3.00- 2.00-	SEP 20 '37	132.50	SEP 20 '37	901.33*
	SEP 20 '37	1.00- 1.00-				
768.83	SEP 24 '37	16.00- 250.00-	SEP 27 '37	1.380.10	SEP 27 '37	1,932.43*
901.33	SEP 24 '37	15.00- 15.00-	SEP 27 '37	1.430	SEP 27 '37	1,965.73*
	SEP 24 '37	15.00-	SEP 27 '37	5.00		
572.33	SEP 27 '37	3.00- 3.00-	SEP 27 '37	14.00		
	SEP 27 '37	3.00- 3.00-				
	SEP 27 '37	1.00- 1.00-				
1,932.43						

FIGURE 2

Journal. The total of account balances and the Cash Journal balance must agree. If the Ledger and Cash Journal figures agree, they are compared with the reconciled bank balance, which has been prepared by the cashier and check writer. If the three sources of checking accuracy show agreement, the Central Finance System records are considered correct.

At the close of school on the first school day of each month, the bookkeeper audits and checks the records of each club treasurer. When it has been determined that all the club cash books are correct and agree

with the Central Finance System records, the bookkeeper prepares a monthly statement (Figure 3) showing the balance of each account in the Ledger, the total of all balances, the Cash Journal balance, and the reconciled bank balance. A larger system might have an officer solely responsible for auditing.

A copy of the monthly statement (Figure 3) is published in the school newspaper at the beginning of each month so that students may observe the condition of their club finances.

At the end of the fiscal year, the book-

FIGURE 5. CONCESSION STAND—

DATE	ACCOUNT— EXPLANATION		CASH		GENERAL		SALES		
			Debit	Credit	Debit	Credit	Credit	Franks	Buns
	Totals brought forward	..	475.93	239.33	6.65	16.65	446.03	11.35	11.54
Sept. 28	Columbia Candy Co.	28	.....	39.66	.....	.....	.....	.....	.....
Sept. 28	A. H. Derstler	29	.....	17.30	.....	.....	.....	16.80	.....
Oct. 1	Musser Farms	30	.....	17.75	.....	.....	.....	.....	.....
				Change					
Oct. 1	Concession Receipts	..	128.24	10.00	.....	.....	118.64	.....	.....
Oct. 5	A. H. Derstler	32	.....	1.48	.....	.....	.....	.....	.....
Oct. 5	John Bardaxe	33	.....	16.98	.....	.....	.....	.....	.....
Oct. 5	Home Town Laundry	34	.....	1.88	.....	.....	.....	.....	.....
Oct. 5	Columbia Candy Co.	35	.....	17.26	.....	.....	.....	.....	.....
Oct. 5	William D. Kuhn	36	.....	5.16	.....	.....	.....	.....	5.16
Oct. 6	Musser Farms	39	.....	12.29	.....	.....	.....	.....	.....

FIGURE 3

C. H. S. CENTRAL FINANCE SYSTEM

Monthly Statement Ending November 30, 1937
LEDGER

Code	Account Title	
A	Athletic Association	\$2,218.70
B	Band	8.83
C	Stamp Club	.64
D	French Club	.04
E	Senior Class (1938)	57.19
F	Junior Class (1939)	79.65
G	Sophomore Class (1940)	11.93
H	Freshman Class (1941)	.00
I	Girl Reserves	6.40
J	General School Fund	27.46
K	Crimson and Gold	81.48
L	Piano Fund	8.63
M	Superintendent's Account	10.28
N	Yearbook Account	98.00
O	Columbia Branch of P.S.E.A.	14.35
P	Concession Stand	327.87
Q	Junior Rotary Club	100.30
Total Balance, November 30, 1937		\$3,051.75

CASH JOURNAL

Deposits July 1-November 30, 1937	\$4,530.02
Withdrawals July 1-November 30, 1937	1,478.27

Balance, November 30, 1937 \$3,051.75

COLUMBIA TRUST CO.

Bank statement balance, November 30, 1937	\$3,219.60
Less outstanding checks	167.85

Reconciled bank balance \$3,051.75

[Signatures of General Treasurer and Book-keeper.]

FIGURE 4

C. H. S. CENTRAL FINANCE SYSTEM

Summary of Deposits, Withdrawals, and Transfers
July 1, 1937-June 30, 1938

Cash Deposits and Withdrawals

Total balances to all accounts	
July 1, 1938	\$ 490.61
Deposits to all accounts, July 1, 1937, to June 30, 1938 (Item 1)	13,949.94
Total of balance and deposits	14,440.55
Withdrawals from all accounts, July 1, 1937, to June 30 1938 (Item 2)	14,432.39
Balance June 30, 1938	\$8.16

Book Entry Transfers

Transfers July 1, 1937-June 30, 1938 (Item 3)	\$1,007.21*†
[Signatures of General Treasurer and Book-keeper]	

* The above item indicates money withdrawn from one account and credited to another account without the handling of cash.

† When Item 3 is added to Item 1 and Item 2 under Deposits and Withdrawals, the total credits to Extracurricular Accounts for the fiscal year July 1, 1937, to June 30, 1938, accumulate to \$14,957.15, and total withdrawals from Extracurricular Accounts for the same period accumulate to \$15,417.60.

PURCHASES									PURCHASES DISCOUNT
Candy	Misc.	Tobacco	Peanuts	Ice Cream	Milk- GS.	Soda	Coffee	Potato Chips	Credit
48.94	9.93	5.64	60.09	16.92	45.07	11.10	....	....	1.15
23.30	....	16.86	....	....	....	....	....	....	.50
....	.50	....	....	....	....	....	....	....	....
....	....	....	....	9.90	7.85	....	....	....	....
....	.40	....	....	....	....	....	....	....	....
....	.48	....	....	....	....	....	1.00	....	....
....	....	....	16.98	....	....	....	....	....	....
....	1.88	....	....	....	....	....	....	....	....
16.30	....	1.36	....	....	....	....	....	....	.40
....
....	....	....	....	2.59	9.70	....	....	....	....

keeper prepares a summary of deposit, withdrawals, and transfers (Figure 4); totals and rules the Cash Journal; rules each ledger sheet; opens a new ledger sheet for each account; and presents all books and statements to the official school auditor.

It is the policy of the Central Finance System to hold all canceled checks returned by the bank for a period of six years. The policy of holding the canceled checks, which are carefully filed away, has given indisputable evidence, when needed, that bills have been paid. In practically every case where bills were presented the second time, there was evidence that the creditor kept little or no record of his business transactions.

Many times during a year, a club will want to transfer an amount of money to other clubs. When such a transaction must be completed, the treasurer making the transfer will make out a withdrawal order payable to the club that is to receive the benefit of the transfer. This withdrawal order is then delivered to the payee treasurer; he, in turn, makes out a deposit order and presents both orders to the cashier.

The bookkeeper makes a General Journal entry, charging the withdrawing account and crediting the payee account. This kind of transaction does not require the writing of a check. If the check writer is given a withdrawal order payable to another account, it

is immediately set aside for the bookkeeper.

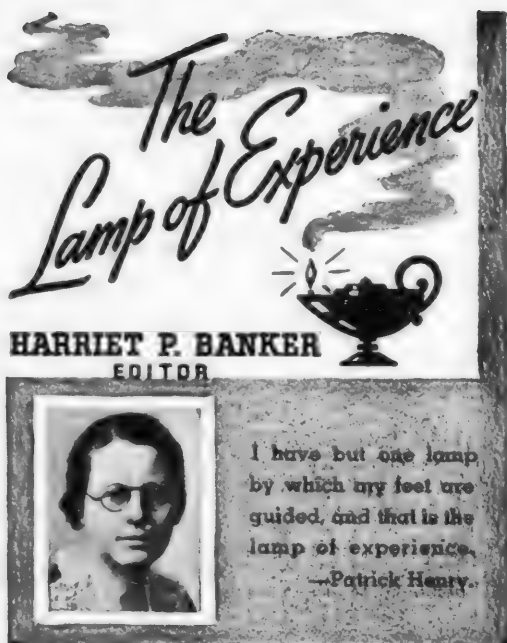
Special Cash Journals

Organizations that handle fairly large amounts of money and transact a considerable volume of business during the school year receive a cash journal specially designed to show incomes and expenditures in a way that can be understood by any person making an inspection of the books. These specially designed cash journals are also planned to facilitate the construction of an easily read financial or profit-and-loss statement to be presented to the principal, superintendent, or Board of Education.

The Athletic Association, yearbook, *Crimson and Gold* (newspaper), and concession stand of Columbia High School each has one of these specially designed cash journals. Figure 5 illustrates a page from the Cash Journal of the concession stand.

(To be concluded next month)

PERHAPS the greatest and most valuable result of all education is the ability to make yourself do the thing you have to do, when it has to be done, whether you like it or not. It is the first lesson that ought to be learned, and however early a man's training begins it is probably the last lesson that he learns.—Rev. James Moffett, D.D., *The Educational Review*, official organ of the New Brunswick Teachers Association and Prince Edward Island Teachers Federation.



WITH spring comes our "open house" for parents and friends. One of the most popular displays our typewriting department has had for this pleurably anticipated occasion is the collection of the pupils' hobby booklets.

Each booklet is different, for the pupils are urged to make their books interesting and original. The hobbies cover a wide range: song books; travelogues, illustrated with pictures of scenes in our national parks; a booklet dealing with some special vocation; and memory books of outstanding events connected with the school life of the pupil.

An activity project of this sort has untold possibilities for the development of personality traits. The freedom for each pupil to plan his own project, the free play of imagination, and the interchange of ideas among students and with the teacher are dynamic factors in stimulating self-expression.

Another device that I have used successfully for inculcating desirable habits and traits is a system of business-traits credits. The credits are earned by performing such duties as covering the typewriters at the close of the school day, keeping the desks tidy by putting papers and scraps in the basket, etc. In performing these simple acts

there is no compulsion—the teacher merely suggests ways of earning credits; the pupil's performance is entirely voluntary.

It is surprising how soon pupil interest is aroused and how easy it is to add to the list of credit-earning traits; for example, in the typewriting work, credits may be earned by avoiding strike-overs, by using a light touch in striking the punctuation marks, etc.

The names of the students who have earned business-traits credits are posted daily. Of course, there are occasional lapses, and when these occur a credit may be deducted from the accumulated earnings of the student; or it is usually sufficient simply to post the student's name on the reverse side of the sheet listing the individual credits. Business-traits credits earned are applied on the regular grades issued at the end of each six weeks.

The earning of these credits becomes almost a game, and so long as it is fairly played, there is a real incentive for the development of habits that will be helpful in practical situations.—*Miriam R. Jackson, High School, Charlo, Montana.*

Motivating Typewriting Classes

TECHNIQUE drills become monotonous unless you, the instructor, inject some motivation into them. How can you enliven your drill procedure in order to maintain the initial exuberance for typewriting that your boys and girls display?

Here are some tested ideas that college students of typewriting have devised and used under my direction.

I. BASEBALL

<i>Chicago Cubs</i>	<i>Pittsburgh Pirates</i>
Hack	Handley
Herman	L. Waner
Galen	P. Waner
Demaree	Vaughan
Reynolds	Suhr
Collins	Rizzo
Jurges	Todd
Bryant	Young
Hartnett (<i>Manager</i>)	Bauers (<i>Manager</i>)

1. Each student draws a slip of paper on which is written the name of a team and a player.

2. The two managers decide which team is to be at bat first.

3. At the signal, both teams begin to type for 2 minutes from straight-copy material, the team at bat typing for accuracy and the team in the field typing for speed.

4. The scores of the two teams are calculated in the following manner:

Batting team:

A perfect copy scores 4 points.

A copy with 1 error scores a three-base hit, 3 points.

A copy with 2 errors scores a two-base hit, 2 points.

A copy with 3 errors scores a single, 1 point.

Team in field:

A student who types 60 net words or more scores 4 points.

A student whose speed is in the 50's scores 3 points.

A student whose speed is in the 40's scores 2 points.

A student whose speed is in the 30's scores 1 point.

5. The teams change positions and type for 2 more minutes.

6. Each player computes his individual score.

7. Add the scores of the first and second tests. Compare the scores of the competing teams.

II. BASEBALL

In this baseball game the class is divided into two teams. Each student competes with himself as well as with a member of the opposing team; that is, he tries to type more on the second test than on the first. There are two innings. Each inning is a 2-minute test on the following sentence:

In 12 years, 10 months, and 26 days, he spent \$1,726,483 for 1,050 uses.

There are 72 strokes in the sentence. The typist who completes it four times without error, or at the rate of 29 NWPM, reaches first base; five times, or 37 NWPM, reaches second base; six times, or 43 NWPM, third base; and seven times, or 50 NWPM, home run.

Students should try to increase their speed in the second inning. The team having the most home runs wins the game. Caution the typists to keep their eyes on the copy on the board continuously.

RELAY RACE

Speed and accuracy in paper insertion and removal, as well as typewriting results, are counted in this test.

1. Divide the class into two teams. If there is an uneven number the instructor also types.

2. The first student of each team is to type the following sentence without error:

We took a breezy excursion and gathered jonquils from the river slopes.

3. The first member then passes the paper as quickly as possible to the second member, who must type the sentence without error. If the student makes an error in the first line, he must continued with the sentence until it is finished. He must then retype the sentence until he has typed it once without error.

4. After the second person has completed his work, he passes the paper to the third member of the team. The third member passes it to the fourth, the fourth to the fifth, etc.

5. The team finishing first is the victor.

KENTUCKY DERBY

Each student is a jockey in the Kentucky derby; his typewriter is his horse. The students may name their "horses" if they wish.

First, a 3-minute timed test is given to eliminate half the class. The half of the class with highest speed remains in the race; the other half is the audience, which criticizes at the end of the race. Three 2-minute tests are required to complete the race.

The student advances according to the number of net words he writes. If a "jockey" makes more than one error on a test, he gets in a "pocket" and loses five words. If an accumulation of six errors or more is made during the three 2-minute races, the horse is disqualified and must drop out of the race.

A diagram of a race track should be drawn on the board, and the instructor should indicate the students' names on the chart after each 2-minute test.

—Irma Ebrenhardt, *Indiana State Teachers College, Terre Haute, Indiana.*

Comments by Our Readers

A cordial invitation is extended to each of our readers to comment frankly on the articles appearing in the Business Education World

Wondering and Wandering

(January, 1939, pages 402-405)

Comments by Howard E. Wheland, Head of Commercial Department, John Hay High School, Cleveland, Ohio.

MR. LESLIE'S article invited comment. I was very much interested in reading the article and also the comments on it, by Mr. P. W. Cutshall.

I agree with Mr. Cutshall that there are not different kinds of bookkeeping, but there may be a difference in emphasis. It seems to be a question, however, of looking at the study of bookkeeping as a whole rather than as a series of unrelated parts. As we know, all parts of bookkeeping are related. There was, at one time, an argument as to the exact division between bookkeeping and accounting, but it is now generally agreed that there is no such division; rather, an overlapping of the two.

Aren't we trying to draw a line between personal bookkeeping and vocational or technical bookkeeping when no line can be drawn? There is an overlapping and no division can be made. The point I make is that the approach to bookkeeping could be more gradual by beginning with a discussion of personal records rather than first subjecting the students to technical bookkeeping.

A simplified elementary type—call it personal bookkeeping if you like—could be a tryout course for the selection of those who are to continue with the work of a more technical nature.

We have studied results for the past few years and are thoroughly convinced that there is a place in the curriculum for "personal bookkeeping," if it is used as an introduction to vocational bookkeeping and not spread throughout the course in unrelated units.

The subject matter that might be included in a course in personal bookkeeping may be

open to question, but certainly it should include a knowledge of the bookkeeping cycle, whether approached from the personal angle or from the vocational angle. In this way, the best students could be selected for the vocational bookkeeping course.

At one time, I believed that if an individual learned the fundamentals of record keeping, he could keep a set of personal records very well without studying personal records at all. I still believe that this is true for a few.

The great majority of our pupils, however, do not have the ability, the desire, or the need to learn technical bookkeeping; but we have been successful, I feel, in our efforts to give them personal record keeping as an introductory course. This is followed by a second term of work that is more technical in nature.

No matter what course is offered or how much bookkeeping is given, the problem is one of sifting or weeding out those who do not possess either the interest or the ability to master the subject. As Mr. Cutshall says, the principles that underlie vocational bookkeeping are the same. But it seems to me that approaching the subject by stressing that part of it which is closely related to the student's everyday life makes the subject more interesting and more easily understood, because we are talking about the things that concern the student and not about something that is abstract and far removed from the family or personal affairs of the individual.

Mr. Leslie points out that he has seen fairly intelligent typists converted into good record keepers in business in a day or two because of the simple, repetitive nature of the work. This is all very true, but he explains it by the use of the words "simple, repetitive." The fact that the records are simple in that particular business and are easily learned by the "fairly intelligent typist" does not mean that this same "fairly

intelligent typist" would be able to step into a job in another business office and handle bookkeeping records that were not of the same nature. The fact that this typist has been recording transactions of a very simple nature does not mean that he understands any of the principles of bookkeeping and accounting.

Not every businessman wants to train people to keep his records. Most of them, in fact, expect their employees to have a working knowledge of the principles of bookkeeping and accounting if they are hired to do this type of work.

Other teachers doubtless have had the same experience that I have had in hearing former pupils remark, "The bookkeeping I do here in the office is not the same as that which I learned in school." Perhaps these pupils would have been better off had they omitted bookkeeping from their course of study, since they have not been able to recognize the fact that under *any* system of record keeping a debit is a debit and a credit is a credit.

I am very much in favor of technical bookkeeping, but it must be offered only to a selected group of students who will be able to assimilate the knowledge mainly because they have some aptitude for it, and not because some outsider has advised them to study it with a view to getting a job as bookkeeper.

When you have finally selected the group that is to continue in the study of bookkeeping of a technical nature (and this number should be small), then, by all means, teach them vocational or technical bookkeeping and not a hodgepodge of unrelated material that may be personal, social, and any number of other things except what it actually should be—technical.

Almost every law that has been passed by the Congress of the United States, in the past few years, has had something to do with record keeping. More and more opportunities are open for those people who are trained in a knowledge of this work. To be sure, all these persons will not be bookkeepers, but most of them must understand the principles of bookkeeping and accounting in order to carry on their part of the record

keeping that, according to law, must be done.

I believe in more practical bookkeeping work rather than so much theory. It just doesn't stand to reason that a person who has a theoretical knowledge of any particular subject is necessarily a good practitioner. Simply because I understand the mechanics of the typewriter, or because I have read numerous articles on how to use the typewriter, it does not follow that I am a good typist. I have had pupils who could not be beaten when given theory tests in bookkeeping, but I would never have recommended them for their practical application of their theoretical knowledge.

I believe that there are useful objectives for bookkeeping, and that we must recognize the fact that there are parts of bookkeeping that may be treated as complete units in themselves.

I agree with Mr. Leslie on some of his points and also with Mr. Cutshall, but I do feel that there is a place for personal bookkeeping. It should not be spread throughout the entire course, however, but should be confined to not more than one term.

Comments by Mrs. Adeline Woodruff, Van Hornesville Central School, Van Hornesville, New York

I SHOULD like to present the case of a small central school with few possibilities for placing students in positions.

After a careful study of the activities of our graduates, we discovered that approximately 40 per cent eventually settled on farms or married, and that only 3 per cent were able to obtain business positions.

Accordingly, we dropped our traditional bookkeeping course, in which we had bordered on accounting principles and then had held our breath, hoping to get our students "by" the Regents' examination.

We came to realize that much of this work would be forgotten, since there would be little opportunity for using it.

We have substituted a course in personal and business record keeping. We still teach the elements of debit and credit, journalizing, the ledger, trial balance, etc., but we do not assign long practice sets for home work. Instead, we try to design records for

the type of finances the students may have occasion to use.

Some boys start a set of books for "Dad" on the farm. The members of the class make suggestions to help them get started.

One member of the class may be elected school treasurer; another, business manager of the yearbook. The class is again called upon for counsel and suggests suitable record forms.

The school cafeteria records are analyzed, and one bookkeeping student is assigned as cashier each week.

Writing checks, investing money, keeping a bank account, and other phases of personal bookkeeping are discussed and, if possible, illustrated.

Any special problem the student may wish to present to the class is given attention.

In this way many of the students receive help which they will actually use. The course seems to me to have a much greater carry-over value than a more advanced course in bookkeeping.

I should be interested in hearing the opinions of other teachers working in small schools with similar problems.

Comments by Ralph M. McGrath, Acting Head of Commercial Department, Community High School, Lincoln, Illinois

MR. LESLIE'S article on bookkeeping in the January issue of the *BUSINESS EDUCATION WORLD* particularly intrigues me. As I see it, neither he nor Mr. Cutshall touched upon the kernel of the problem, however.

The issue is this: Can the public high school prepare the individual for a specific job in industry?

In shorthand, we can and do train our students to meet the commercially acceptable standards, but is the situation parallel in bookkeeping? It seems to me that it is not.

Since we cannot train the student for each kind of bookkeeping or accounting job that is open in the community, we are forced to train him in the broad principles of record keeping that are to be found in all sorts of business, be it the corner grocer or the accounting department of a New York corporation.

No matter to what use we put our knowledge of bookkeeping, there are still fundamental principles that we can teach. Buswell, of the University of Chicago, has repeatedly pointed out that the student does not generalize from particular facts by himself; he must be *taught* to generalize. Conversely, we know from experience that most students do not make a practical application of general facts to concrete situations unless they are taught to do so.

All that a public high school can offer its students in any course in bookkeeping, be it one or two years, is a grounding in the fundamental principles that underlie all kinds of record keeping, and some practice in applying those principles. I am inclined to agree with Mr. Leslie and Harold E. Cowan that we need more emphasis on practice and less on theory, but we must not make the mistake of going back to the practice set and discarding the discussion of the principles.

Just how many practice sets should be used and how much time should be spent upon them can be determined only by a survey of the community and a careful study of student needs. I am old fashioned enough to believe that training in the fundamentals of good bookkeeping never hurt any student, even if he does not find immediate use for the knowledge we have imparted to him.

If we make the mistake of teaching him a rigid method of keeping books actually used by few industries, then he does have reason to complain. If, on the other hand, we have taught him the general principles that underlie all record keeping and have given him some practice in their application, then, whether he uses that knowledge tomorrow or after ten thousand tomorrows matters little. When he does get ready to use the knowledge, he has it; and retraining will prove to him how much of it he has retained.

With mounting costs in public education and the demand that the public school do more and more for the student instead of less and less, I believe that we must face the issue squarely.

How specific can our job training be?

My own answer is that it cannot be specific at all. All that we can be expected to do is to give the facts that have wide usage, give the student a *method of applying them*, and some training in the application. Dr. Buswell will remind us that unless we train the student in the application of them he will not apply them, even though he has the principle and the method at his disposal.

The trend of recent years has been toward too much time on the principle and not enough on the application of it, but what is needed is a shift in emphasis, not a retreat.

I am glad that Mr. Leslie raised this question, for it does stimulate our thinking and out of it I hope will come a clearer understanding of just where we are to draw the line between theory and practice. Perhaps we shall see the rise of a functional and direct method of teaching bookkeeping. Do you shudder at the thought?

Suggestions for Research in Business Education

(January, 1939, pages 389-390)

Comments by P. O. Selby, Professor of Business Education, Northeast Missouri State Teachers College, Kirksville

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The first eight of the items given below are teacher-consumer information. This field has not been touched by the researcher. Teachers ask for information about the goods that they use in the classroom, but only guesses are given in reply. The teacher is often left to flounder in a sea of claims as to the superiority of competing products. It is high time for research to be applied to help him.

1. A catalogue of American-made typewriters now on sale.

2. A manual of information concerning typewriter ribbons, with procedures for testing competitive products.
3. Information concerning carbon paper, with procedures for testing competitive products.
4. Typewriter paper—comparative values.
5. Mimeograph-stencil information and tests of competitive products.
6. Information concerning mimeograph ink and tests of comparative products.
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23. The stated objective of business courses as revealed in published courses of study.

THE thirtieth annual graduating exercises of Brown's Business College, Galesburg, Illinois, was made the occasion of a testimonial to J. H. Cox, for thirty years principal of the college. The testimonial, which was arranged by the alumni and friends of the school as an expression of their esteem for Mr. Cox, was a complete surprise to him.

The former students of the college presented Mr. Cox with a silver plaque suitably inscribed.

the type of finances the students may have occasion to use.

Some boys start a set of books for "Dad" on the farm. The members of the class make suggestions to help them get started.

One member of the class may be elected school treasurer; another, business manager of the yearbook. The class is again called upon for counsel and suggests suitable record forms.

The school cafeteria records are analyzed, and one bookkeeping student is assigned as cashier each week.

Writing checks, investing money, keeping a bank account, and other phases of personal bookkeeping are discussed and, if possible, illustrated.

Any special problem the student may wish to present to the class is given attention.

In this way many of the students receive help which they will actually use. The course seems to me to have a much greater carry-over value than a more advanced course in bookkeeping.

I should be interested in hearing the opinions of other teachers working in small schools with similar problems.

Comments by Ralph M. McGrath, Acting Head of Commercial Department, Community High School, Lincoln, Illinois

MR. LESLIE'S article on bookkeeping in the January issue of the *BUSINESS EDUCATION WORLD* particularly intrigues me. As I see it, neither he nor Mr. Cutshall touched upon the kernel of the problem, however.

The issue is this: Can the public high school prepare the individual for a specific job in industry?

In shorthand, we can and do train our students to meet the commercially acceptable standards, but is the situation parallel in bookkeeping? It seems to me that it is not.

Since we cannot train the student for each kind of bookkeeping or accounting job that is open in the community, we are forced to train him in the broad principles of record keeping that are to be found in all sorts of business, be it the corner grocer or the accounting department of a New York corporation.

No matter to what use we put our knowledge of bookkeeping, there are still fundamental principles that we can teach. Buswell, of the University of Chicago, has repeatedly pointed out that the student does not generalize from particular facts by himself; he must be *taught* to generalize. Conversely, we know from experience that most students do not make a practical application of general facts to concrete situations unless they are taught to do so.

All that a public high school can offer its students in any course in bookkeeping, be it one or two years, is a grounding in the fundamental principles that underlie all kinds of record keeping, and some practice in applying those principles. I am inclined to agree with Mr. Leslie and Harold E. Cowan that we need more emphasis on practice and less on theory, but we must not make the mistake of going back to the practice set and discarding the discussion of the principles.

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on the
Lookout

**ARCHIBALD
ALAN
BOWLE**



Let Mr. Bowle help solve your
equipment and supplies problems.
He'll be glad to hear from you.

37 Sight-Light Corporation's new contribution to lighting is for the filing clerk. The new light adequately illuminates five standard four-drawer files. The light is thrown downward and sideways to cover the illuminated area. The unit is available in various styles, for use with all types of modern standard filing equipment.

38 Copy Right Manufacturing Company is marketing a desk lamp designed for mounting on a copy holder. Arms of the lamp are made in several widths to embrace copyholders from 12 to 36 inches wide. The rays are thrown evenly, without glare, over the copy and both sides of the desk.

39 A new file, for school office use, is equipped with a compression device. When the file is opened, this device automatically releases the file contents at the bottom as well as at the top, and the entire

contents are caused to lay back to an easy eye-level position. As the drawer is closed, the file contents swing to the upright position once more and the proper compression is automatically restored. This two-way system increases efficiency and is a trouble-saver. It is simple, accurate, and a protection against errors.

40 By means of an entirely new process, a white print machine for duplicating school reports, half-tones, specifications, etc., is manufactured by Oxalid Corporation. Originals are exposed to the light of a mercury vapor lamp and dry development is made by exposure to ammonia vapor. The advantages of this method is that no washing, finishing, or drying is necessary. Neatness and speed of operation are assured. It is said that reproductions are clear, and reprints from cloudy material are perfectly possible. Model D is recommended for school use. Originals may be fed into this model at the rate of four feet a minute, and reproductions are made within two and one-half minutes. The machine is motor driven.

41 As Latex is to rubber, so Lafayette Foto-stik is to rubber cement, is the claim for this new all-purpose adhesive. Quick-drying, everlasting, easy to apply, it was first produced for mounting photographs, but the same qualities have dictated the extension of its use into the field of commercial applications as well. It is applied in a water-thin coat, no heavy pressure is required, and a very little of the Foto-stik insures fixation. It is suitable for scrap-books, permanent records, editorial and advertising makeup work, layouts, as well as for small jobs, such as labelling.

42 The Kil-klatter typewriter pad has a specially treated top surface and a non-skid back, which result in a degree of quiet, it is said, possible only with genuine Oxite all-hair sound deadener. It is attractive and easy to keep clean. The pad is 11 by 13 inches and a full $\frac{5}{8}$ inch thick. This very useful typewriter pad is made by American Hair and Felt Company.

A. A. Bowle April, 1939
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below
37, 38, 39, 40, 41, 42.

Name
Address

The ABC'S of Office Machines

ALBERT STERN

No. 3—The Calculating Machine

EDITOR'S NOTE—In order to make an intelligent selection of the equipment that should be purchased for instructional purposes, the teacher of office machines should have a fundamental understanding of the most-used types in each classification, such as adding machines, statement machines, bookkeeping machines, etc.

In his series, of which this is the third article, Mr. Stern describes in simple, non-technical language the purpose of the various machines, with particular emphasis upon their value for instructional purposes.

BUSINESS requires two forms of expression: language and numbers, or correspondence and computation. What the typewriter is to language, computing machines are to numbers.

Broadly speaking, any machine that computes may be called a calculating machine. Technically, machines used only for adding should not be called calculators but *adding machines*. Also, machines that perform subtraction and addition should not be called calculators, but should be called adding-subtracting machines.

The adding machine has already been de-

fined. (See article in this series in the *BUSINESS EDUCATION WORLD* for January, page 411.) For purposes of standardization, it may be advisable to apply the name "calculator" to any machine that performs the four fundamental arithmetical operations and has no paper tape. That is, such a machine is non-listing and thus saves the time that would be required to print amounts.

We may say that on a calculator it is possible to perform all problems in arithmetic, or conversely, that unless it is possible to perform all the fundamental operations on a machine, it should not be called a calculator. There are two main types of calculating machines, key-driven and crank-driven (*see illustrations below*).

The key-driven machine produces results through the striking of the keys on the keyboard. There are two makes of key-driven calculators—the Felt & Tarrant Comptometer and the Burroughs Calculator.

Both these calculators are made with or without electric motors; it is the striking of the keys on the keyboard that produces the answers.

The second type of calculating machine is the crank-driven variety.



Crank-Driven Calculator



Key-Driven Calculator

The crank-driven machine is one in which, after amounts are set up on the keyboard, the answer is obtained by the operation of a crank. This crank may be operated either by hand or electric motor. The two most commonly used crank calculators are the Monroe and the Marchant.

A Letter from One of Our Readers

We hope more of our readers will write and let us know how they are using the information published in this department. Here's a letter from Mr. Bauernfeind, of Waukegan, Illinois:

DEAR MR. STERN:

The work in clerical practice is going forward with pleasing results. Even though the class is of just average intellect the interest is running high as to who will be the cashier or the head bookkeeper. The other day I talked to my clerical practice students about the importance of doing each day's work promptly and accurately. To stress the point I showed them how the calculator clerks could not keep up in their work unless the billing clerks got the bills out on time. If the members of the class learn nothing else but punctuality I will feel something has been accomplished.

This Saturday I am scheduled for a talk on Office Machines at the Chicago Area Business Directors' meeting. I am going to use some of the points of your article which appeared in B.E.W.

during the past two months.—*Harry B. Bauernfeind, High School, Waukegan, Illinois.*

Send us your comments, too. We are always glad to hear from our readers.

Incidentally, the talk given by Mr. Bauernfeind is mentioned in the report of the Chicago Area Business Directors' meeting, which appeared in the March, 1939, issue.

Calculator Test Answers

In answer to several requests from our readers, we are glad to publish the key to the test for calculator operators which appeared on pages 319-321 of the December, 1938, B.E.W. The various subdivisions of the test are given first and, after them, the answers to the problems in each subdivision.

Multiplication: 3,799,600; .28226664; 1679.3028; 26,361,762.8; 3,195,751.245

Accumulation Over Fixed Decimal Point: (Totals) 11,257.54; 1633.53; 2254.51; 969.99

Discount: 21.88; 1.43

Net Amount: 1.22; 6.37; 3.54

Division: .0051285466; 161402.5311; .0030419; 36.1576814; .016398

Addition: 209.48; 1678.19; 12235.71; 6177.52; 13228.65; 107,418.62

Pro Rating: 18.78; .25; 22.61; 6.93; 51.43; (Total) 100

Subtraction: 512; 352.06 Credit

Personal Notes

JOHN C. PICKETT, principal of Northampton (Massachusetts) Commercial College, has announced the appointment of Walter S. Czerwonka to head Northampton's newly organized department of office practice and machine practice. Mr. Czerwonka will also teach classes in accounting.

Mr. Czerwonka holds degrees from Rider College and Rutgers University. He has had experience in accounting and personnel work, as well as in teaching.

As an undergraduate, he was active in sports and extracurricular activities. He was captain of the Rutgers University golf team, president of Pi Kappa Alpha fraternity, and organizer and president of the Polish University Club.

STRICKLER'S Topeka Business College, in Topeka, Kansas, observed its fifty-third anniversary recently. M. H. Strickler, who was co-founder of the school in 1885 with his brother, L. H. Strickler, is still in active

charge. Alumni of Strickler's hold responsible positions in every state of the union as well as in many foreign countries. Stanley J. Shook is business manager, and Miss Laura Straley is in charge of employment.

JOHN W. STUDEBAKER, U. S. Commissioner of Education; Alexander J. Stoddard, Superintendent of Schools of Denver and chairman of the Educational Policies Commission; and Carl Milam, secretary of the American Library Association, constitute the new advisory board of the *Occupational Index*, which is prepared and distributed monthly by the National Occupational Conference.

The *Index* is a continuous bibliography of books, pamphlets, and periodical references containing information helpful to young persons in choosing an occupation. Persons interested in such material may obtain a free sample copy by requesting it from the National Occupational Conference, 551 Fifth Avenue, New York, New York.

Motion Pictures

FOR BUSINESS EDUCATION

A W R E N C E V A N H O R N

TEACHING AIDS EXCHANGE, John R. Humphreys, Director, P. O. Box 242, Modesto, Calif. Borrower pays transportation charges. Teaching plans accompany film. Rental fee, \$2.10 per day of use per reel, sale price, \$50; 40 per cent discount to schools.

Can You Read Gregg? 16 mm., 1 reel, silent, running time 12 minutes, produced in 1938. An excellent shorthand lesson for students who have just completed the Manual. The entire film, including titles in Gregg shorthand, forces the student to read at a measured rate of speed. Correct and incorrect positions are demonstrated. Also extreme close-ups of expert fingers in action writing 80, 100, 120, and 200 words per minute.

WESTINGHOUSE ELECTRIC AND MANUFACTURING CO., 150 Broadway, New York, N. Y. Free loans; borrower pays return transportation charges. A few additional films of a technical nature are also available.

In His Father's Footsteps. 35mm., 2 reels, silent, No. 8. Farm electrification is pictured.

Dynamic America. 35mm., 2 reels, silent or sound-on-film, No. 9. The fascinating and romantic story of electricity, done in a non-technical and entirely popular manner.

Electricity Goes to Sea. 16mm. and 35mm., 3 reels, silent, No. 10. About the Dollar Liner S. S. President Coolidge—largest commercial ship ever built in the United States and largest turbine electric ship in the world.

FRENCH NATIONAL RAILROADS, General Agency for North America, 610 Fifth Avenue, La Maison Francaise, Rockefeller Center, New York, N. Y. Distribute free a large selection of motion-picture films, 35mm. silent and sound and 16mm. sound only, and 3¼" by 4" slides to any part of the United

States. Because of the constant demand, requests should be made as early in advance as possible, giving a first and second choice. For further listings, write the distributor. Excellent for classes in commercial geography.

The Blue Bird Express. 35mm., 1 reel, silent, free loan, safety stock, 11 minutes, Catalogue No. 23. Scenes along the line of the Paris-to-Antwerp crack train.

Paris and Its Environs. 35mm., 1 reel, silent, free loan, nitrate stock, 6 minutes, Catalogue No. 37. Paris, Versailles, Rambouillet, St. Germain, Malmaison, Chantilly, Fontainebleau.

SOCIETY FOR VISUAL EDUCATION, INC., 100 East Ohio St., Chicago, Illinois. Specializing in filmstrips, also called picturols. The filmstrip is a roll of 35mm. motion picture safety film, which contains a series of pictures. Each picture is projected on the screen individually and may be left for observation as long as desired. Filmstrips can be used only with a standard filmstrip projector. These projectors sell from \$15 to \$57.50. *For sale only.* Prices as low as \$1 a roll. Only a few of special business appeal are listed below. Many are available for commercial geography and junior business. For further listings write for their free catalogue.

"Methods of Communication" for instance, traces development of man's efforts at communication from ancient times to the present. Each subject consists of one film, sale price \$2, no manuals available. Each film contains explanations.

Mail: 30 pictures. From the Greek runner, through the horseback mail carrier of 1800.

overland stage, pony express, early type of "rural free delivery," to transmitting mail by dog team and by airplane to the Orient.

Telegraph. 25 pictures. American Indians transmitting messages by smoke, through modern telegraph services and machines.

Telephone. 29 pictures. Includes the importance of the telephone to businessmen and in the home, the telephotograph, railroad train switchboard, world's shortest telephone line (in a plane), and ship-to-shore telephone.

Television. 24 pictures. Includes a modern television broadcast.

Telephone, central station. 28 pictures. Various kinds of switchboards, rural, city, long distance, and international.

Cables. 25 pictures. Laying cable, locating breaks, repairing, and splicing; sending and receiving a cablegram.

Airmail. 32 pictures. Sale price, \$1.50. Night flying, airports, maps, weather reports, loading, etc.

Clerical Work as a Career. Census list of clerical workers, office manager, clerk, stenographer, machine operators, secretary, bookkeeper, cashier, accountant. Qualifications. Duties of each worker in field. Training required, general, special requirements. Salaries. Summary. Opportunities. Selected references. (For price and number of pictures, write to the film distributor.)

THE TRAVEL & INDUSTRIAL DEVELOPMENT ASSOCIATION OF GREAT BRITAIN & IRELAND, British Empire Building, Rockefeller Center, 620 Fifth Avenue, New York, N. Y. Distribute the following, free loan, 16mm. sound. Borrower pays all transportation charges. Not usually lent west of Chicago and St. Louis.

So This Is London. 16mm., sound, 2 reels, time 15 minutes, free loan. The life of England's capital city, her salient features and arresting

contrasts, her romantic past and hustling present. *Heart of an Empire.* 16mm., sound, 1 reel, 10 minutes, free loan. Seeing London from the angle of St. James's Park, a floral spot in the heart of the capital's administrative area.

THE BATES MANUFACTURING CO., 30 Vesey Street, New York, N. Y. One film, available to commercial departments of qualified and responsible schools and colleges. Must be returned within 24 hours after showing. Contains little advertising.

It's the Little Things that Count. 16mm., sound, talking movie, 30 minutes, free loan. The problems of the retail salesman in reaching the buyer and gaining his confidence. Develops a technique in combating the price argument by setting up other yardsticks than price only. Shows problems of retail merchant in getting salesmen to conserve and plan their time. The use of specialties for getting attention and gaining confidence of the buyer. Illustrates with a number of articles what is meant by "showmanship in selling."

CASTLE FILMS, R. C. A. Building, Rockefeller Center, New York, N. Y.; Wrigley Building, Chicago, Illinois; and Claus Spreckels Building, San Francisco. Free loans. Specify silent or sound.

How Motion Pictures Move and Talk. 16mm., silent or sound, free loan, 1 reel. The intricacies of making a film and bringing it to the screen. The fundamentals of production, sound recording, and projection of the finished picture.

The following slides are available from the same address. Free loans.

Paris and Its Surroundings. Catalogue No. 1, 23 slides.

Rural France. Catalogue No. XVIII, 12 slides.

Picturesque France. Catalogue No. XXI, 14 slides. (In colors.)

International Society for Business Education

OF interest to all commercial educators are the activities of the International Society for Business Education, which has more than 2,500 individual and collective members. This society holds triennial congresses in Amsterdam, London, Prague, and Berlin, and offers economic courses every year in various European countries.

The economic course for 1939 will be offered in Sweden; for 1940, in Hungary; and in 1941, in connection with the Congress of the Society, in Rumania.

The Society publishes a semi-annual *Inter-*

national Review for Business Education, which is sent to members. The *Review* is published in French, German, Italian, and English. An outstanding issue was "A Comparative Study of Business Education in Various Countries."

Individual membership for one year is \$1; for three years, \$2.50. The price of the comparative study mentioned above is \$1.25. Remittances may be sent to Dr. Herbert A. Tonne, Secretary of the American Office of the Association, at New York University, Washington Square, New York, New York.

Consumer Education Notes

RAY G. PRICE

Assistant Professor of Commercial Education, University of Cincinnati

DR. E. G. BLACKSTONE, writing in the January issue of *School Review* has this, among other things, to say about "Re-modeling Your Commercial Department":

"Before any provision is made for vocational business education, it is essential to provide that business education which is needed by all secondary-school pupils. One such element is consumer business education—training for the common business activities met by all persons outside their vocations."

What Are the Motives?

D. E. Montgomery, Consumers' Counsel of the Agricultural Adjustment Administration, in a talk¹ before a group of educators, stressed the desirability of questioning some of the organizations, associations, and other groups which have suddenly sprung up in the interest of the consumer.

"You must ask questions about everything labeled 'consumer'," he said. "But don't expect that the answers will fall into your lap or that you will find it easy to decide between the bogus and the real, the fair and the false."

Consumers Lose Second Round

Round One. Last year interested consumer groups were able to bring about the establishment of a Consumers' Bureau in the State of Michigan. Much good was accomplished by the competent director of the Bureau, Mrs. Hester R. Fraser.

Round Two. Under the new administration, the budget of the Consumers' Bureau has been seriously cut.

Round Three (?). Organized consumer sentiment in the state may come back strong and "punch" its way to a win in order that the original plans of the bureau may be carried out.

¹ Reprinted in the December, 1938, issue of *Journal of Home Economics*.

"Mrs. Consumer" Hits the Mark

The National Retail Dry Goods Association selected a New York City homemaker as "Mrs. Typical Customer." She appeared at their annual convention to answer a list of questions submitted to her.

She told the N.R.D.G.A. delegates their ads were sometimes far-fetched, that certain girls tried to "'Dearie' you into something," that some clerks liked to "look down their noses at you, as if they were doing you a favor."

Mrs. Typical Customer said that the appeal of "glamour" was not only old-fashioned, but "downright stale."

In some stores, "If I pay what they ask the first time, I feel I'm getting gypped."

Additional remarks of Mrs. J. Richard Powell, alias Mrs. Typical Customer, can be found in the January issue of *The American Consumer*.

Budgets, Budgets Everywhere

Mr. Harry S. Glassman² ably discusses the three systems of budgeting in general use—"the mental system, the envelope method, and written records."

Various types of budget books are analyzed and evaluated. A list of twenty budget books, ranging in price from nothing to \$3.85 each, with information as to where they may be obtained, is a valuable contribution. Each of these budget books is described.

Consumers, Make Known Your Wants

Why is it that more stores do not handle government-labeled foods? It is another one of those situations that the consumer must bring about if it is a desirable objective of the consumer movement.

"Dealers cannot be expected to change their source of supplies or methods of buying," says Caroline Sherman, "unless they

² *Practical Home Economics*, December, 1938.

think they will be pleasing their regular customers better by so doing. Not all distributing agencies are using foods that are Federally labeled. A retailer's incentive to stock up with them would naturally come from his wide-awake customers who know just what they want."³

American consumers must wake up and recognize their real needs. It is the function of education to help the consumer realize his needs.

This 'n That

Dr. Henry Harap, of Peabody College, will prepare a paper for the B.E.W. covering the Consumer Education Conference to be held at Stephens College, Columbia, Missouri, on April 3, 4, and 5.

Consumer courses are springing up like mushrooms in the summer school curriculums. A survey⁴ just completed by the Institute for Consumer Education shows that at least 45 schools and colleges are planning to offer this type of instruction this year.

They cover a wide range—from a college in New Mexico, that is planning to give a course in consumer economics "if there is enough demand for it," to Columbia University Teachers College in New York City, and the University of Colorado at Boulder, which are scheduling six and seven courses respectively.

Fourteen of the 45 summer schools are giving two or more courses in consumer education, many of them scattered through different departments. Of these⁵ the home economics departments claim the greatest number of courses—32, economics is second with 22, education third with 13, and science and business last with 2 each.

The full text of a talk by Wilford L. White, Chief of the Marketing Division, Bureau of Foreign and Domestic Commerce, entitled, "Consumer Co-operatives versus Private Enterprise" is reported in the Decem-

³ Sherman, Caroline B., "Buying by Grade," *Practical Home Economics*, January, 1939.

⁴ Questionnaires went to 125 colleges and universities, most of which were state institutions. On another page results are given.

⁵ Since queries were sent to all the land grant colleges, this might account for the preponderance of home economics courses.

ber 1 issue of *Vital Speeches of the Day*.

Mr. White suggests eight factors which tend to encourage the growth of consumer co-operatives:

1. Individualism is giving way to co-operation.
2. The individual consumer has more leisure than heretofore.
3. The consumer is becoming willing to forego services which he formerly accepted from the retail store out of need or force of habit.
4. Consumers, as income producers, are beginning to take a more realistic attitude toward their future earning ability. . . . Individual consumers will look at their earned dollar with greater realism and will go to greater lengths to make every penny buy its worth.
5. Many businessmen are tardy in adopting the consumer's point of view.
6. Too many businessmen are unwilling to take consumers into their confidence and frankly face the questions that consumers raise about business methods.
7. Businessmen have been slow in "cleaning house."
8. Businessmen have been too busy running their own houses to give much attention to the industry as a whole, business in general, and society at large.

ALPHA IOTA, international honorary business sorority, added two new chapters in February, bringing the chapter roster up to 141.

Chi Beta Chapter, Saskatoon-Success Business College, Saskatoon, Saskatchewan, Canada, installed a group of 22 charter members, with Eunice McBride as sponsor.

Delta Upsilon Chapter was installed at Massey Business College, Jacksonville, Florida. The group of 23 charter members will be sponsored by Mrs. Maude Browning.

Alpha Iota sectional meetings will be held as follows:

April 15-16: California Conclave, Stockton, California.

April 22-23: Missouri-Kansas Conclave, Kansas City, Missouri.

May 6-7: Michigan Conclave, Grand Rapids, Michigan.

May 6-7: West-Virginia Conclave, Parkersburg, West Virginia.

May 20-21: Mid-West Conclave, Des Moines, Iowa.

May 20-21: Northwest Conclave, Ocean Lake, Oregon.

May 20-21: Ohio Conclave, Cincinnati, Ohio.

May 27-28: Illinois Conclave, Peoria, Illinois.

July 13-16: Ninth Annual Convention, Wilmington, Delaware.



Superintendent of Schools Sends New Type Report To Citizens of Detroit

FOR the first time, the superintendent of schools of a major city made an accounting to every home and to every taxpayer in his community, when Superintendent Frank Cody published his 1937-38 annual report of the Detroit Public Schools in a sixteen-page rotogravure tabloid.

This publication, called *Opportunities*, with its effective illustrations and brief, simple explanations of them, is of the utmost interest even to the casual reader who does not really care what becomes of tax money in Detroit. It is of interest, too, to the reader who has no children of school age and is not himself in school; for these are not simply pictures, but *people*—people at work, learning to live.

To illustrate the simplicity and effectiveness of the captions, we quote one of them from the section on elementary schools:

Today's schools teach reading, writing, arithmetic, and spelling through use.

Pupils learn the ABC's by using the dictionary and the index.

Pupils learn to write by writing things they want to say.

Pupils learn to spell the words they need to use in their writing.

Pupils learn arithmetic through actual problems, such as figuring miles per gallon.

From elementary school through occupa-



tional training (every high school in Detroit offers commercial training), hobbies, education for the handicapped, home-making, training of foreign-born for naturalization, and the arts, all the widespread work done by Detroit's schools is described and pictured.

Included is city-owned Wayne University, with fifteen buildings and an enrollment of 11,000.

Under "Newer Aids to Learning" are pictured pupils listening to the weekly broadcast on the School Music Hour and others broadcasting a program of the "History in the Making" series. The Detroit Public Schools' radio activities include nine regular weekly broadcasts, utilizing the services of six different stations.

The spirit of cordiality is in this publication. The reader feels that he would be welcomed in the Detroit public schools, as a student or as a visitor. It is as if Superintendent Cody had laid before his Board of Directors—consisting of every taxpayer in Detroit—a frank, humble, and downright

interesting report of the management of a great public trust.

In keeping with Superintendent Cody's obvious recognition of the fact that different people have different personal interests is the financial report on page 14 of *Opportunities*. Detailed figures are shown for those who like them, and a brief resumé is headed, "To Those Who Do Not Care for Complicated Tables." That *might* have been made to sound condescending.

The finest co-operative effort must have gone into the production of *Opportunities*.

As proof, read this statement from the cover page:

In the interests of a general understanding of our schools, the Detroit Teachers Association has made a generous financial contribution to the publication of this annual report in order that it may reach every home in the city of Detroit.

We have not seen a more praiseworthy bid for public co-operation, interest, and support. Probably other major cities provide educational facilities just as fine as Detroit's, but *Opportunities* does make Detroit's children seem luckier!—D.M.J.

National Council Meets at Cleveland

THE National Council of Business Education met in Cleveland, February 26. In the absence of President Frederick G. Nichols, who was ill, Vice-President Paul A. Carlson presided. He read the president's message, in which were summarized the views of the officers regarding the future activities of the Council.

The following brief summary indicates the general trend of the discussion on the various topics presented.

There was general approval of the recommendation that the National Council of Business Education be incorporated to give it greater permanency; to give it a standing which will make it possible to solicit, receive, and use funds for its various activities; to provide greater continuity in its official management; and to broaden its scope with respect to membership. It was voted unanimously that the Council take immediate steps towards incorporation as a non-profit organization.

There was much discussion of the proposal that the National Office Management Association and other employer groups who are interested in pre-employment training be invited to co-operate with the Council. Some members present feared that such a step might result in domination by employer groups of Council activities. Others indicated their belief that no harm could come from this change in the policy of the Council.

The advantages in the way of financial

support not only for the National Clerical Ability Testing Program but also for other activities of the Council were pointed out. It was noted by some that since business education is including programs for consumers, any possible domination of those who are primarily concerned with the vocational aspects of business training should be avoided. Question was raised as to whether or not, with the employer groups included, it would be necessary to consider the advisability of including labor groups. All seemed agreed that a closer relationship with employers of the product of business education should be established but that ways and means for establishing this closer relationship should be considered carefully.

Discussion brought out sharply the necessity for additional financial support for the Council if its work is to be effectively carried on. The suggestion of the president that employer groups would be willing to contribute substantially to the Council was noted and discussed. The possibility of securing additional financial support through advertising in the official organ, the *Journal of Business Education*, was considered. There seemed to be a rather strong consensus that fees paid by co-operating associations should be increased and equalized in some way. The suggestion was made that "even one dollar a year from each teacher in business education would mean adequate funds." There are some 90,000 commercial teachers in the United States.

It was felt by some that a direct assessment for the Council's activities would tend to bring the Council in conflict with other associations having dues and also raise the issue as to whether or not teachers receive directly from the Council benefits which justify additional dues in support of the Council.

It was suggested that increased circulation of the *Journal* should result in additional financial returns to the Council. The further suggestion was made that subscription price of the *Journal* to individual members of associations co-operating with the Council might be reduced and that for non-members in these associations it might be raised.

The suggestion which met with greatest approval seemed to be the one which proposed that 5 cents per capita be charged each co-operating association, with a minimum charge of \$5 for membership.

It was pointed out that the influence of member associations is not always proportionate to the number of members belonging to such associations: in other words, that the Council should consider the need for a change in the number of delegates representing the various associations.

There was general agreement that at least once a year a report of the activities of the Council should be published in the official organ and that reprints of this report should be obtained for distribution to the delegates and officers of the associations co-operating and in such other ways as may seem desirable.

There was some favorable discussion of a plan to report semi-annually, instead of annually, if possible.

It was also suggested that this annual or semi-annual report should be in the nature of a financial report, to be published in the May *Journal* preliminary to the meeting of the Council. Additional discussion:

The suggestion was made that the Council could perform a much needed service for business education by the publication of a materials and equipment catalogue for the use of superintendents, boards of education, and business educators.

It was suggested that the Council should look in the direction of becoming a permanent body of leaders who should counsel together in the determination of major policies, such policies to

be passed upon once a year by a house of delegates, after reference of proposed policies to the co-operating associations which the delegates represent.

It was suggested that the Council could further prove of assistance to business education in general through leadership in the matter of publication service for its members, through active co-operation with such groups as the American Council and the American Association of Teachers Colleges, to the end that business education may co-operate with and benefit from the research activities of such groups.

The fact was brought out that the American Association of Teachers Colleges is undertaking a national study of teacher training and that the field of commercial education is likely to be overlooked unless some group of business educators takes the initiative in bringing it to the attention of the American Association. It is urged that the National Association of Commercial Teacher Training Institutions make contact with the American Association of Colleges and offer its services in connection with this study.

It was suggested that the Council might serve as an agency for pooling publication resources in the field of business education. At present a large amount of material published every year fails to reach the majority of business educators because it emanates from some particular group and is distributed to that group alone.

Since this Cleveland meeting was one of a series which began at Chicago in December, adjournment was taken to a third conference, to be held in New York City in connection with the meeting of the Eastern Commercial Teachers Association on Saturday, April 8, at the Pennsylvania Hotel at 8 a.m.—*From a report by Helen Reynolds, Secretary of the National Council on Business Education.*

MRS. CORA B. TRUE, a well-known commercial educator of New England, died suddenly on December 30 in Willimantic, Connecticut, while staying with friends there, at the age of 67.

Mrs. True was a graduate of Bates College, Lewiston, Maine, had taught at the Bangor High School for many years, and, at the time of her retirement, was head of the commercial department.

Mrs. True was keenly interested in business education and progressive methods and took an active part in the affairs of professional associations. In 1931 she was vice-president of the Eastern Commercial Teachers Association, and as a member had, on numerous occasions, served on sectional and executive committees.

The B.E.W. Summer School Directory

Special courses in commercial teacher training and content subjects will be offered this summer at the following schools, according to announcements sent us recently.

ALABAMA

ALABAMA COLLEGE, Montevallo. Two terms: June 12 to July 19; July 20 to August 23. Dr. M. L. Orr, Director.

UNIVERSITY OF ALABAMA, University. Two terms: June 7 to July 15; July 17 to August 19. Dr. John R. McLure, Director.

ARIZONA

STATE TEACHERS COLLEGE, Flagstaff. June 5 to August 11. President T. J. Tormey, Director; Dr. Arden B. Olsen, Head of Department.

STATE TEACHERS COLLEGE, Tempe. June 5 to August 12. Dean John O. Grimes, Director; E. J. Hilker, Acting Department Head.

ARKANSAS

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: June 5 to July 8; July 10 to August 12. Dr. Hugh Hyman, Director; Lucille Taylor, Department Head.

STATE COLLEGE, Jonesboro. Two terms: May 24 to June 30; July 3 to August 9. Dr. D. F. Showalter, Director; Mrs. H. W. Hollard, Department Head.

STATE TEACHERS COLLEGE, Conway. Two terms: May 31 to July 3; July 6 to August 9. C. C. Calhoun, Director; Mrs. Pearl Greene, Department Head.

STATE COLLEGE, Fayetteville. Two terms: June 8 to July 18; July 19 to August 25. Dr. H. G. Hotz, Dean, College of Education; Clyde Humphrey, Head of Department.

CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. June 26 to August 9. President J. Evan Armstrong, Director.

UNIVERSITY OF CALIFORNIA, Berkeley. June 26 to August 4. Professor Raymond G. Gettell, Director.

UNIVERSITY OF CALIFORNIA, Los Angeles. June 26 to August 4. J. Harold Williams, Dean of the Summer Session; Howard S. Noble, Dean of the College of Business Administration.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Two terms: June 17 to July 28; July 29 to September 1. Dr. Lester B. Rogers, Director; Dr. E. G. Blackstone, Department Head.

WOODBURY COLLEGE, Los Angeles. July 10 to August 18. T. E. Nichols, Director; Eleanor Skimin, in charge of commercial subjects.

COLORADO

COLORADO AGRICULTURAL COLLEGE, Fort Collins.

Three terms: June 17 to July 7; July 8 to July 28; July 29 to August 18. Dr. George T. Avery, Director, John Lanphear, Department Head.

COLORADO STATE TEACHERS COLLEGE, Greeley. Two terms: June 16 to August 11; July 3 to August 11. Dr. G. W. Frasier, President; Dr. A. O. Colvin, Department Head.

UNIVERSITY OF COLORADO, Boulder. Two terms: June 19 to July 21; July 24 to August 25. Dr. Harold Benjamin, Dean of Summer Session; Dr. Elmore Petersen, Dean, School of Business.

UNIVERSITY OF DENVER, Denver. Two terms: June 19 to July 21; July 24 to August 25. Cecil Puckett, Director and Department Head.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Three terms: June 5 to June 16; June 19 to July 28; July 31 to August 11. Dr. C. C. Casey, President; T. K. Wilson, Department Head.

CONNECTICUT

CONNECTICUT TEACHERS COLLEGE, Yale University, New Haven. July 5 to Aug. 11. Dr. F. E. Engleman, Director.

LARSON JUNIOR COLLEGE, New Haven. July 5 to August 12. George V. Larson, Director; Claire Hosley, Department Head.

MORSE COLLEGE, Hartford. July 5 to August 18. Wesley E. Morse, Director; Orton E. Beach, Supervisor of Commercial Subjects.

STATE COLLEGE, Storrs. July 5 to August 14. C. B. Gentry, Director.

DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA. June 30 to August 12. Dr. Roy J. Deferrari, Director; Joseph L. Kochka, Department Head.

FLORIDA

FLORIDA SOUTHERN COLLEGE, Lakeland. June 17 to August 25. J. C. Peel, Director; W. O. Ropp, Department Head.

JOHN B. STETSON UNIVERSITY, Deland. June 12 to August 5. Dr. William S. Allen, President and Director; Dr. Russell C. Larcom, Department Head.

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 12 to July 21; July 25 to August 25. Dean J. W. Norman, College of Education, Director; Dr. J. Dewberry Copeland, Department Head.

GEORGIA

STATE COLLEGE FOR WOMEN, Milledgeville. June 14 to August 25. Edwin H. Scott,

Director; Charles Taylor, Department Head.
UNIVERSITY OF GEORGIA, Athens. June 14 to August 25. L. L. Hendren, Administrative Dean and Director; Dr. R. P. Brooks, Department Head.

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 13 to July 21. J. F. Messenger, Dean of School of Education and Director; Ellen Reiersen, Department Head.

ILLINOIS

DE PAUL UNIVERSITY, Chicago. June 22 to July 29. Loretto R. Hoyt, Department Head.

EASTERN ILLINOIS STATE TEACHERS COLLEGE, Charleston. June 12 to August 4. Dr. R. G. Buzzard, Director; Dr. James M. Thompson, Department Head.

GREGG COLLEGE, Chicago. July 3 to August 11. Henry J. Holm, Principal; W. W. Lewis, Department Head.

ILLINOIS STATE NORMAL UNIVERSITY, Normal. June 12 to August 4. Dr. R. W. Fairchild, President; Arthur Williams, Department Head.

NORTHWESTERN UNIVERSITY, School of Education, Evanston. June 19 to August 11. Dr. Ernest Hahne, Director; Dr. E. O. Melby, Dean, School of Education.

SOUTHERN ILLINOIS STATE TEACHERS COLLEGE, Carbondale. June 6 to July 31. Roscoe Pulliam, President; T. L. Bryant, Department Head.

UNIVERSITY OF CHICAGO, Chicago. Two terms: June 19 to July 21; July 24 to August 25. Dean Carl E. Huth, Director; Dr. H. G. Shields, Department Head.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 12 to July 21; July 21 to August 25. Dr. W. P. Morgan, President; Dr. Clyde Beighey, Department Head.

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. June 12 to July 14; July 17 to August 18. Dr. L. A. Pittenger, President; Dr. M. E. Studebaker, Department Head.

BUTLER UNIVERSITY, Indianapolis. Two terms: June 13 to August 4; August 7 to August 26. George F. Leonard, Director; W. S. Barnhart, Department Head.

CENTRAL NORMAL COLLEGE, Danville. Two terms: June 13 to July 15; July 18 to August 19. Dr. Carl H. Griffey, President; Mrs. Blanche M. Wean, Department Head.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 12 to July 14; July 17 to August 18. Shepherd Young, Director and Department Head.

INDIANA UNIVERSITY, Bloomington. June 13 to August 9. Dr. H. L. Smith, Director.

MANCHESTER COLLEGE, North Manchester. Two terms: June 5 to July 7; July 10 to August 11. C. W. Holl, Director; Edwin Grossnickle, Department Head.

IOWA

DRAKE UNIVERSITY, Des Moines. June 12 to August 11. Dean L. E. Hoffman, Director; M. B. Dilley, Department Head.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 5 to August 23. Dr. Roy Latham, President; Dr. Lloyd V. Douglas, Department Head.

STATE UNIVERSITY OF IOWA, Iowa City. June 10 to August 4; August 7 to August 25. Paul O. Packer, Dean of Education; Chester A. Phillips, Dean of Commerce.

KANSAS

KANSAS STATE TEACHERS COLLEGE, Pittsburg. June 5 to August 4. Dr. W. S. Lyerla, Director and Department head.

KANSAS STATE TEACHERS COLLEGE OF EMPORIA, Emporia. May 31 to July 28. Dr. Thomas W. Butcher, President; Dr. R. R. Pickett, Department Head.

KENTUCKY

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 5 to July 8; July 10 to August 12. J. Murray Hill, Director.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. Two terms: June 12 to July 14; July 17 to August 18. Dr. H. L. Donovan, President; Dr. W. J. Moore, Department Head.

MOREHEAD STATE TEACHERS COLLEGE, Morehead. Two terms: June 12 to July 14; July 17 to August 18. H. A. Babb, President.

MURRAY STATE TEACHERS COLLEGE, Murray. Two terms: June 12 to July 14; July 17 to August 18. Fred M. Gingles, Director and Department Head.

UNIVERSITY OF KENTUCKY, Lexington. Two terms: June 12 to July 15; July 17 to August 19. Dr. Jesse E. Adams, Director; A. J. Lawrence, Department Head.

LOUISIANA

LOUISIANA STATE NORMAL COLLEGE, Natchitoches. June 5 to August 5. A. A. Fredericks, Director; N. B. Morrison, Department Head.

LOUISIANA STATE UNIVERSITY, Baton Rouge. June 5 to August 3. C. A. Ives, Director; Howard M. Norton, Department Head.

SOUTHEASTERN LOUISIANA COLLEGE, Hammond. May 31 to July 29. J. Leon Clark, President; R. Norval Garrett, Department Head.

SOUTHWESTERN LOUISIANA INSTITUTE, Lafayette. June 5 to August 4. Dean F. M. Hamilton, Director; Dr. Karl E. Ashburn, Department Head.

MAINE

UNIVERSITY OF MAINE, Orono. July 5 to August 12. Dr. Roy M. Peterson, Director.

MARYLAND

UNIVERSITY OF MARYLAND, College Park. June 26 to August 4. W. S. Small, Director.

WESTERN MARYLAND COLLEGE, Westminster. June 21 to August 30. Dean A. M. Isanogle, Director; Professor Carlos C. Crawford, Supervisor.

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. July 5 to August 12. Atlee L. Percy, Director.

HARVARD UNIVERSITY (School of Arts and Sciences and Education), Cambridge. July 5 to August 15. Dr. Kirtley S. Mather, Director; Professor Frederick G. Nichols, Department Head.

MICHIGAN

CENTRAL STATE TEACHERS COLLEGE, Mount Pleasant. June 26 to August 4. F. E. Robinson, Director; Emma B. Carr, Department Head.

CLEARY COLLEGE, Ypsilanti. Two terms: June 26 to August 4; August 7 to September 15. P. R. Cleary, President; Irene Hines, Registrar.

FERRIS INSTITUTE, Big Rapids. Two terms: May 22 to June 30; July 3 to August 11. Dr. Merle Ward, President; Marjorie Hunsinger, Department head.

UNIVERSITY OF MICHIGAN, Ann Arbor. June 26 to August 18. Louis A. Hopkins, Director; John M. Trytten, Department Head.

WAYNE UNIVERSITY, College of Education, Detroit. June 26 to August 5. Dr. W. E. Lessenger, Dean; J. L. Holtsclaw, Supervising Principal, Commercial Department.

WESTERN STATE TEACHERS COLLEGE, Kalamazoo. June 26 to August 4. Paul Rood, Director; E. D. Pennell, Department Head.

MINNESOTA

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 12 to July 21; July 24 to August 26. George A. Selke, President; Arnold E. Schneider, Department Head.

UNIVERSITY OF MINNESOTA, College of Education, Minneapolis. Two terms: June 19 to July 28; July 31 to September 1. T. A. H. Teeter, Director; Dr. W. S. Carlson, Department Head.

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 5 to July 7; July 10 to August 11. Dr. William H. Zeigel, Director and Department Head.

MISSISSIPPI STATE COLLEGE, State College. Two terms: June 5 to July 8; July 10 to August 11. S. B. Hathorn, Director; George Wallace, Department Head.

STATE TEACHERS COLLEGE, Hattiesburg. Two terms: June 5 to July 11; July 12 to August 18. Dr. J. B. George, President; Cecil A. Rogers, Department Head.

MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. Two terms: May 29 to August

3; June 12 to July 14. G. W. Diemer, Director; Myrtle Downs, Department Head.

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. May 29 to August 4. Dr. Walter H. Ryle, Director; Dr. P. O. Selby, Department Head.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. Two terms: May 31 to July 1; July 5 to August 3. Dr. Uel W. Lamkin, President; Hugh G. Wales, Department Head.

SOUTHEAST MISSOURI STATE TEACHERS COLLEGE, Cape Girardeau. May 29 to August 4. Dr. W. W. Parker, President; Dr. E. H. Newmeyer, Department Head.

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield. June 5 to August 5. Dr. J. D. Delp, Director and Department Head.

WASHINGTON UNIVERSITY, St. Louis. June 16 to July 28. Isidor Loeb, Director.

MONTANA

STATE UNIVERSITY OF MONTANA, Missoula. Two terms: June 12 to July 22; July 3 to August 12. Dr. G. D. Schallenberger, Director; Mrs. Brenda F. Wilson, Department Head.

NEBRASKA

NEBRASKA STATE TEACHERS COLLEGE, Chadron. June 5 to August 4. Dr. Robert I. Elliott, President; Maude Ummel, Department Head.

NEBRASKA STATE TEACHERS COLLEGE, Kearney. June 5 to August 4. Herbert L. Cushing, President; Charles Apel, Department Head.

NEBRASKA STATE TEACHERS COLLEGE, Peru. June 12 to August 4. W. R. Pate, President; Nona Palmer, Department Head.

NEBRASKA STATE TEACHERS COLLEGE, Wayne. June 12 to August 11. J. T. Anderson, President; Arlie Sutherland, Department Head.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 6 to July 14 (short course); June 6 to August 4. R. D. Moritz, Director; Luvicy M. Hill, Department Head.

NEW JERSEY

MONTCLAIR STATE TEACHERS COLLEGE, Montclair. July 5 to August 11. Elizabeth S. Favor, Director; Francis R. Geigle, Supervisor.

RIDER COLLEGE, Trenton. June 20 to August 18. Dr. Joseph W. Seay, Director; Dr. T. Howard Winters, Supervisor.

RUTGERS UNIVERSITY, New Brunswick. July 5 to August 16. Dr. C. E. Partch, Director; Wm. H. Wythes, Supervisor.

SETON HALL COLLEGE, South Orange. July 3 to August 10. Dr. Howard E. Merity, Director; Dr. John C. Lackas, Supervisor.

NEW MEXICO

NEW MEXICO NORMAL UNIVERSITY, Las Vegas. Two terms: June 6 to July 14; July 17 to August 18. Dr. H. W. Marshall, Dean of

Summer Session; Dr. W. G. Shover, Department Head.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 5 to July 28. Leon M. Bower, Director; Elmer Humphrey, Department Head.

NEW YORK

ADELPHI COLLEGE, Garden City, Long Island. July 5 to August 15. Professor Ruth Mohl, Chairman of Summer Courses; Professor Neva Henrietta Radell, Department Head.

CHAUTAUQUA. New York University Credit Course Department. July 5 to August 11. George D. Smith, Director.

COLUMBIA UNIVERSITY, New York. July 5 to August 11. Professor Harry Morgan Ayres, Acting Director; William E. Harned, Department Head.

COLUMBIA UNIVERSITY, Teachers College, New York. July 5 to August 11. Professor Harry Morgan Ayres, Acting Director; Dr. Hamden L. Forkner, Department Head.

CORNELL UNIVERSITY, Ithaca. July 3 to August 12. Loven C. Petry, Director.

HUNTER COLLEGE, New York. July 5 to August 15. Professor A. Broderick Cohen, Director; Dr. Rudolf K. Michels, Supervisor.

LONG ISLAND UNIVERSITY, Brooklyn. June 5 to August 25. Hugo C. M. Wendel, Director; Dr. Raymond E. Lovett, Department Head.

MANHATTAN COLLEGE, New York. June 30 to August 10. James L. Fitzgerald, Director; Henry Ryan, Department Head.

NEW YORK STATE COLLEGE FOR TEACHERS, Albany. Dr. M. G. Nelson, Director; G. M. York, Department Head.

NEW YORK UNIVERSITY, School of Education, New York. July 1 to August 11. Dean E. George Payne, Director; Professor Paul S. Lomax, Department Head.

ST. LAWRENCE UNIVERSITY, Canton. July 3 to August 11. Dean E. L. Hulett, Director; Doris L. Fonda, Department Head.

SYRACUSE UNIVERSITY, Syracuse. Two terms: July 5 to August 11; August 14 to September 16. Dr. Ernest Reed, Director; Professor George R. Tilford, Department Head.

UNIVERSITY OF BUFFALO, Buffalo. July 5 to August 12. L. O. Cummings, Director; William Jack, Department Head.

UNIVERSITY OF ROCHESTER, College of Arts and Sciences, Rochester, June 28 to August 4. Earl B. Taylor, Director.

NORTH CAROLINA

AGRICULTURAL AND TECHNICAL COLLEGE, Greensboro. June 6 to August 25. Dean Warmoth T. Gibbs, Director; L. A. Wise and Miss E. P. Hicks, Supervisors of Commercial Subjects.

CATAWBA COLLEGE, Salisbury. June 5 to July 14. John C. Hadley, Director.

DUKE UNIVERSITY, Durham. Two terms: June 12 to July 22; July 24 to September 2. Hol-land Holton, Director.

EAST CAROLINA TEACHERS COLLEGE, Greenville. June 8 to August 26. Leon R. Meadows, President and Director; E. R. Browning, Chairman, Commercial Department.

LEONOR-RHYNE COLLEGE, Hickory. June 1 to August 19. G. R. Patterson, Director; H. L. Creech, Department Head.

WESTERN CAROLINA TEACHERS COLLEGE, Cullowhee. Two terms: June 10 to July 20; July 22 to August 30. W. E. Bird, Director; David McKinney, Department Head.

WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA, Greensboro. June 7 to July 15. Dr. W. C. Jackson, Director; Dr. A. S. Keister, Supervisor.

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 5 to July 28. E. S. Hatch, Acting President; L. G. Pulver, Department Head.

STATE TEACHERS COLLEGE, Mayville. June 12 to August 4. C. W. Grace, President; Gena Ostby, Department Head.

STATE TEACHERS COLLEGE, Minot. June 12 to August 4. C. E. Scott, Director; Paul S. Seaman, Department Head.

OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 12 to August 4. Dean Clyde Hissong, Director; Dr. E. G. Knepper, Department Head.

DE SALES COLLEGE, Toledo. Very Rev. Monsignor F. Macelwane, President; Sister M. Louann, Department Head.

KENT STATE TEACHERS COLLEGE, Kent. Two terms: June 19 to July 28; July 27 to September 1. Dean Fred Musselman, Director; Arden L. Allyn, Department Head.

MIAMI UNIVERSITY, Oxford. Two terms: June 19 to July 21; July 24 to August 25. E. J. Ashbaugh, Director; Mary Winston Jones, Department Head.

THE OHIO STATE UNIVERSITY, Columbus. Two terms: June 19 to July 26; July 27 to September 1. G. W. Eckelberry, Director; Dr. H. H. Davis, Chairman, Department of Education.

OHIO UNIVERSITY, Athens. Two terms: June 12 to August 4; August 7 to August 26. Dr. Einar A. Hansen, Director; A. H. Armbruster, Department Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 19 to July 25; July 25 to August 26. Dr. L. A. Pechstein, Director; Ray G. Price, Department Head.

WESTERN RESERVE UNIVERSITY, Cleveland College, Cleveland. Two terms: June 19 to July 28; July 31 to September 8. A. Caswell Ellis, Director; Hester Nixon, Department Head.

OKLAHOMA

CENTRAL STATE TEACHERS COLLEGE, Edmond. Two terms: May 29 to July 28; July 31 to

August 18. Dr. John O. Moseley, Director; Earl Clevenger, Department Head.

EAST CENTRAL STATE TEACHERS COLLEGE, Ada. May 29 to July 28. Dr. A. Linscheid, President; Myrtle Sturdevant, Department Head.

NORTHEASTERN TEACHERS COLLEGE, Tahlequah. May 29 to July 28. Dean R. K. McIntosh, Director; Eugene T. Schauer, Department Head.

NORTHWESTERN STATE TEACHERS COLLEGE, Alva. Two terms: May 29 to July 28; July 28 to August 18. Dr. E. E. Brown, President; Alice Eckel, Department Head.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, Stillwater. Two terms: June 1 to July 28; June 15 to July 28; Dr. N. Conger, Director; Dr. McKee Fisk, Department Head.

SOUTHWESTERN TEACHERS COLLEGE, Durant. Two terms: May 29 to July 28; July 31 to August 21. H. Vance Posey, President; Helen Kohler, Department Head.

SOUTHWESTERN TEACHERS COLLEGE, Weatherford. Two terms: May 29 to July 28; July 31 to August 19. C. McCormick, Director; A. C. Guffy, Department Head.

UNIVERSITY OF OKLAHOMA, Norman. June 6 to August 1. Dr. Ellsworth Collings, Director; C. Guy Brown, Department Head.

OREGON

OREGON STATE COLLEGE, Corvallis. Two terms: June 19 to July 28; July 31 to September 1. M. Ellwood Smith, Director; Mrs. Bertha Stutz in charge of business education courses.

UNIVERSITY OF OREGON, Eugene. June 12 to July 21. Dan E. Clark, Director; Victor P. Morris, Dean of School of Business Administration.

PENNSYLVANIA

DUQUESNE UNIVERSITY, Pittsburgh. June 5 to August 24. Father A. F. Lechner, Director; Dr. R. J. Worley, Supervisor.

ELIZABETHTOWN COLLEGE, Elizabethtown. June 19 to July 29. A. C. Baugher, Dean of Instruction, Luella Bowman, Department Head.

GENEVA COLLEGE, Beaver Falls. June 14 to August 17. Professor J. C. Twinem, Director; Mrs. Lillian Russell Gault, Department Head.

GROVE CITY COLLEGE, Grove City. June 26 to August 5. President Weir C. Ketter, Director; Professor F. H. Sumrall, Department Head.

MARYWOOD COLLEGE, Scranton. June 30 to August 5. Sister M. Immaculata, Director; Sister M. St. Agnes, Department Head.

MUHLENBERG COLLEGE, Allentown. July 3 to August 11. Isaac Miles Wright, Director; Professor Roland F. Hartman, Department Head.

STATE TEACHERS COLLEGE, Bloomsburg. June 19 to July 29. H. A. Andruss, Dean of Instruction; W. C. Forney, Director, Department of Business Education.

STATE TEACHERS COLLEGE, Indiana. Two terms: June 19 to July 29; July 31 to August 19.

G. G. Hill, Director and Department Head.

STATE TEACHERS COLLEGE, Shippensburg. June 19 to August 18. Dr. Albert Lindsay Rowland, Director; N. B. Curtis, Director, Department of Business Education.

TEMPLE UNIVERSITY, Philadelphia. June 26 to August 4. Harry A. Cochran, Director.

UNIVERSITY OF PENNSYLVANIA, School of Education, Philadelphia. June 26 to August 8. John Dolman, Jr., Director; W. L. Einolf, Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. July 6 to August 11. F. W. Shockley, Director; D. D. Lessenberry, Department Head.

UNIVERSITY OF SCRANTON, Scranton. June 19 to August 18. Frank J. O'Hara, Director; Donald Gates, Department Head.

RHODE ISLAND

BRYANT COLLEGE, Providence. July 5 to August 11. Harry Loeb Jacobs, President; Mrs. Blanche G. Stickney, Director.

SOUTH CAROLINA

CLEMSON AGRICULTURAL COLLEGE, Clemson. June 12 to July 22. W. H. Washington, Director; Mrs. Lucia T. Hudgens, Department Head.

NEWBERRY COLLEGE, Newberry. June 13 to July 22. Jas. C. Kinard, President and Director; Mazie Dominick, Department Head.

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 13 to August 4. Dr. J. A. Stoddard, Director; George E. Olson, Dean of Commerce.

WINTHROP COLLEGE, Rock Hill. June 13 to August 12. Dean Mowat Fraser, Director; Thos. W. Noel, Department Head.

SOUTH DAKOTA

NORTHERN NORMAL AND INDUSTRIAL SCHOOL, Aberdeen. June 12 to July 21. Dr. C. G. Lawrence, President; Merle G. Trickey, Department Head.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 6 to July 14. Dr. William H. Batson, Director; Lucile Pixley, Department Head.

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 12 to July 19; July 20 to August 25. J. D. Fenn, Director and Department Head.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 14 to July 19; July 20 to August 25. Dr. John A. Thackston, Dean, College of Education and Director; Dr. Benjamin R. Haynes, Department Head.

TEXAS

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 5 to July 14; July 17 to August 25. A. W. Birdwell, President; J. H. Wisely, Department Head.

BAYLOR UNIVERSITY, Waco. Two terms: June 7 to July 11; July 12 to August 18. Dr. M. S. Carroll, Director; Mrs. Emma M. Shirley, Department Head.

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 5 to July 14; July 17 to August 29. Dr. S. H. Whitley, President; Dr. Stanley Pugh, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 5 to July 14; July 17 to August 25. Dr. C. N. Shaver, President; J. Roy Wells, Department Head.

NORTH TEXAS AGRICULTURAL COLLEGE, Arlington. Two terms: June 5 to July 15; July 17 to August 26. George L. Dickey, Director; B. C. Barnes, Department Head.

NORTH TEXAS STATE TEACHERS COLLEGE, Denton. Two terms: June 5 to July 15; July 17 to August 26. Dr. B. B. Harris, Director; W. A. Larimer, Department Head.

SUL ROSS STATE TEACHERS COLLEGE, Alpine. Two terms: June 5 to July 15; July 17 to August 25. Dr. H. W. Morelock, President; Solon Ayers, Department Head.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 5 to July 15; July 17 to August 25. Dr. A. A. Grusendorf, Director; C. E. Chamberlin, Department Head.

STATE COLLEGE FOR WOMEN, Denton. Two terms: June 6 to July 14; July 18 to August 26. E. V. White, Director; Roy McPherson, Department Head.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 5 to July 15; July 17 to August 25. Dean J. M. Gordon, Director; Dr. J. O. Ellsworth, Department Head.

UNIVERSITY OF TEXAS, School of Business Administration, Austin. Two terms: June 6 to July 17; July 17 to August 28. Dr. Homer P. Rainey, President; Florence Stullken, Department Head.

WEST TEXAS STATE TEACHERS COLLEGE, Canyon. Two terms: June 5 to August 5; August 7 to August 25. J. A. Hill, President; W. E. Lockhart, Department Head.

UTAH

UTAH STATE AGRICULTURAL COLLEGE, Logan. June 12 to July 21. Dr. James H. Linford, Director, Professor Parley E. Peterson, Department Head.

WEBER JUNIOR COLLEGE, Ogden. June 5 to July 14. Guy H. Hurst, Director and Department Head.

BRIGHAM YOUNG UNIVERSITY, Provo. June 13 to July 22. Dr. A. C. Lambert, Director; Herald R. Clark, Dean, College of Commerce.

VERMONT

UNIVERSITY OF VERMONT, Burlington. July 5 to August 15. Bennett C. Douglass, Director.

VIRGINIA

LYNCHBURG COLLEGE, Lynchburg. June 19 to July 28. John L. Davis, Dean; Professor Joseph N. Leimbach, Department Head.

MADISON COLLEGE, Harrisonburg. Two terms: June 12 to July 21; July 22 to August 25. Dr. Samuel P. Duke, President and Director; Mona Lyon, Department Head.

STATE TEACHERS COLLEGE, Farmville. June 12 to August 25. Dr. J. L. Jarman, Director.

UNIVERSITY OF RICHMOND, Richmond. June 12 to August 11. W. L. Prince, Director.

UNIVERSITY OF VIRGINIA, Charlottesville. Two terms: June 19 to July 29; July 31 to September 2. George B. Zehmer, Dean and Director; S. M. Kanady, Department Head.

VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg. Two terms: June 15 to July 21; July 31 to September 2. Professor C. H. Jenkins, Director; Professor T. W. Knote, Department Head.

MARY WASHINGTON COLLEGE, Fredericksburg. June 12 to August 19. Dr. M. L. Combs, President and Director; Dr. J. H. Dodd, Department Head.

WASHINGTON

KINMAN BUSINESS UNIVERSITY, Spokane. June 12 to July 28. Dean James E. Brown, Director; Mrs. Ruth Church, Department Head.

UNIVERSITY OF WASHINGTON, Seattle. Two terms: June 19 to July 19; July 20 to August 18. Dr. Henry A. Burd, Director; Professor H. H. Preston, Department Head.

WEST VIRGINIA

BLUEFIELD STATE TEACHERS COLLEGE, Bluefield. June 12 to August 11. Gregory W. Whiting, Director; Professor Theodore Mahaffey, Department Head.

MARSHALL COLLEGE, Huntington. June 6 to August 5. Dr. Otis G. Wilson, Dean, Teachers College, and Director; L. A. Wolford, Department Head.

NEW RIVER STATE COLLEGE, Montgomery. June 5 to August 4. E. S. Maclin, President and Director; T. H. Coates, Department Head.

WEST VIRGINIA STATE COLLEGE, Institute. June 12 to August 4; Harrison H. Ferrell, Director; Dallas C. Brown, Department Head.

WEST VIRGINIA UNIVERSITY, Morgantown. June 12 to August 26. A. J. Dadisman, Director.

WEST VIRGINIA WESLEYAN COLLEGE, Buckhannon. June 12 to August 11. O. D. Lambert, Director; R. C. Carder, Department Head.

WISCONSIN

STATE TEACHERS COLLEGE, Whitewater. June 19 to July 28. C. M. Yoder, President; Paul A. Carlson, Department Head.

WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 12 to July 19; July 20 to August 25. Dean C. R. Maxwell, Director.



HERE is an interesting example of how a teacher used a recipe for shorthand and lemon pie in her shorthand class:

DEAR MR. BLANCHARD:

A slippery morning in January and a shorthand teacher carrying to school a paper sack containing four eggs, a cup of sugar, $1\frac{1}{2}$ cups of flour, one lemon, and some gelatin. Arriving at the "temple of learning," she hands it to one of her senior students. 'S funny! Eggs, flour, sugar, and shorthand! It's a sequel to an episode that had been begun the preceding day.

If integration is one of the watchwords of education, why not make practical application? Above-mentioned teacher dictated the recipe for Sunny Silver Pie on page 409 of the B.E.W. for January with this challenge: "I'll bring the ingredients for the recipe if someone will agree to bake the pie."

Whereupon a half-dozen eager hands went up excitedly: "Let me, please let me."

Two of the not-to-be-denied were chosen. They betook themselves to the Home Economics Building the next day after school to construct the culinary masterpiece. The pie bakers were Hazel Patzer and Mary Alice Marsh. Hazel has passed her 100 words-a-minute test and is ready for the 120. She is president of the high school Home Economics Club.

The pie was baked "and it was eat" (by both students and teacher) and—boy! Was it good!! Cooking and shorthand both accurate.

That's both integration and motivation!

It might be added that the history teacher in the high school where this incident occurred is encouraging those of her pupils who are taking shorthand to make as much use as possible of shorthand note-taking in the history class, since their enthusiasm for shorthand is stimulating them to work harder in history.—Miss B. S. Schumann, High School, Batavia, Illinois.

TO THE EDITOR:

As sponsor of the Commercial Club, it is up to me (with the help of a very efficient program

chairman) to see not only that the programs given in the club meetings are entertaining but that they teach the members something about personality traits that they don't usually get in regular classroom work.

Our Diversified Occupation Adviser finds often that the appearance of a student is against him in getting a job. After discussing this matter with him, I decided that something more definite than talking must be done about it. We had had talks about personal cleanliness and personal attractiveness, so, realizing how much the kind of tests given in current magazines appeal to pupils of high school age, I asked to be allowed to give a Personal Grooming Test in a meeting of the club.

For this occasion I worked out two charts, one for boys and one for girls, each containing twenty questions on cleanliness to be answered by the student himself.

We gave this test at our meeting two weeks ago. When the charts (run on a gelatine duplicator) were given out, we also gave each student a blank sheet of paper on which were to be written his score and the number of each point missed. No names were written on this paper (which came to me), so no one was afraid to be honest.

The highest score (in a possible 100) was 95, made by a girl. The lowest was 45—also made by a girl! The average of the club was 76.

One young man came to me the other day to say that he had raised his score from 65 to 80, and he is still working at it. He said that he had never realized before just how negligent he was, but that that grade of 65 really made him think!—Dorothy Little, High School, Gulfport, Mississippi.

TO THE EDITOR:

I was very much interested in the article "How to Make and Use a Verti-Scale," in the February, 1939, issue of the BUSINESS EDUCATION WORLD. I think it is one of the most important aids that has been developed in several years. I have put Verti-Scales on all our typewriters.

I have two suggestions that I think will make this Verti-Scale more valuable. First, in making a third column, using numbers 67 to 78, so that it can be used when writing on legal-size paper. I have put this additional column on our Verti-Scales, and it is a great help in the Typing II class when they are writing legal documents on legal-size paper. Second, I have covered these Verti-Scales with Scotch cellulose tape. This makes them practically permanent.

I always appreciate the helpful suggestions given in the BUSINESS EDUCATION WORLD, but I consider this one the most valuable that you have given for some time.—O. A. Libbey, High School, Wheatland, Wyoming.

In Other Magazines

CLAUDIA GARVEY

NEW MEXICO SCHOOL REVIEW (January, 1939). "Two Points of View about Education." Dr. Frederick Pistor, Principal of the Elementary Training School, New Mexico State Teachers College, Silver City.

Two schools of thought regarding educational processes are known as the Essentialists and the Progressives. "According to the Essentialists, education is to be regarded largely as the transmission of culture. Culture is defined as the product of learning, especially racial learnings. The aim of the school is largely to see to it that the learning is passed on from one generation to the next.

"According to the Progressives, education is the continuous growing of boys and girls. Growing is meant to include learning. Growth is defined as the improvement of pupil attitudes and power in selecting worth-while purposes, in executing plans, in evaluating procedure, and in judging the product. The aim of the school is largely to further and to guide this continuous growing."

Dr. Pistor gives arguments for and against both points of view and suggests that the "points of difference may well suggest numerous topics for further educational research."

"It is commonly believed that only superior teachers can use progressive methods satisfactorily . . . It is yet to be proved that teaching in the New School requires greater effort or skill than that in the Old School.

"Many teachers in the New School are very sympathetic to children . . . A modern teacher needs to enjoy working with children but she needs to know the world . . . She needs to know the laws of learning and their application in the classroom . . . Being just motherly and kind to children isn't enough.

"Several New Schools are staffed with people with special axes to grind. These teachers . . . have interests in certain minority groups and cults and fail to give attention to a well-rounded program of activities for children . . . The ordinary habits of courtesy, co-operation, industry, and reliability are not encouraged or developed. Good habits of health and sanitation are often neglected. The privileges of a democratic group are usually not extended to the children. They do not engage in the activities one might expect of a normal group of pupils.

"There is too much freedom and not enough education in how to use freedom . . . Of course, there are progressive teachers who have not mastered the technique of guiding children to

use a freedom more and more expeditiously and efficiently.

"There is not enough effort required and responsibility to see things through. This criticism seems to apply to certain classrooms in both traditional and progressive schools. Again this is probably a matter of individual teacher skill, rather than a criticism of an entire movement.

"The New Schools do not cover a logically organized curriculum. The critics who condemn the progressive school for this have failed to define the ground that is desirable to cover.

"The fundamentals are neglected . . . The bigger problem of the New School is to provide for the fundamentals more broadly conceived.

"Slow children get lost in the progressive school . . . The setup of the New School reveals such difficulties immediately. When slow pupils of traditional schools become lost, they are placed in small remedial groups and force-fed the items of the curriculum.

"Progressive education costs more than traditional education. This has not been proved.

"The nine arguments listed above are valid for and against both points of view. It is for research studies in education and psychology to shed more light upon the problem: Which is the superior kind of education?"

THE OFFICE ECONOMIST (November-December, 1938). "Personality Chart for New Office Workers," by "A Supervisor."

"What does the transcription supervisor expect from the beginner? . . . Technical expectations can be summarized as follows:

"45 words-a-minute typing speed on copy work.

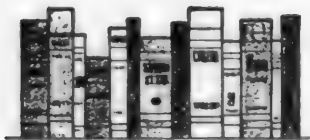
"100 words-a-minute sustained shorthand dictation for one hour.

"35 words-a-minute minimum transcription speed from shorthand notes.

"125 lines-an-hour transcription from voice machine."

These are definite goals for the embryo stenographer, but of benefit to *all* young people who have an eye to the business world is the "Personality Chart" prepared by the Transcription Supervisors' Association. It serves as a check list on appearance, speech, attitudes, and character.

Those who wish copies of the chart should address Miss Amy Lorton, president of the Association, at Hayden, Stone & Co., 25 Broad Street, New York, N. Y., enclosing a self-addressed stamped envelope.



Your Professional Reading

JESSIE GRAHAM, Ph.D.

Let Dr. Graham's authoritative reviews guide your professional reading. She is constantly on the lookout for new books, articles, and tests on business education.



The Regents' Inquiry

ON all sides, we hear reference to the "Gulick Reports" and their influence upon educational practice. The reports of the "Regents' Inquiry into the Character and Cost of Public Education in the State of New York" are published in eleven volumes,¹ bearing the following titles: *High School and Life*, *Preparation of School Personnel*, *State Aid and School Costs*, *Adult Education*, *When Youth Leave School*, *Education for Citizenship*, *Education for Work*, *The School Health Program*, and *School and Community*. The summary volume, *Education for American Life*, is edited by Luther H. Gulick.

To ask every teacher to read every one of these reports is to assign an extensive reading program. The time spent on this program would be worth while, however, as this series of reports represents a critical evaluation of a great state school system.

All the way through, there is an attempt to answer the question, "Does this education function in today's life?" If this issue is not faced squarely, either education will withdraw farther from reality or persons who can make it function will be put in control.

Those who feel they can spare time for

¹ McGraw-Hill Book Company, Inc., 1938-1939.

only one volume will read, of course, the summary. A glance at the other titles will indicate additional volumes that should be studied. Only one of these books is reviewed here. It is offered as a sample of the entire series.

High School and Life

By Francis T. Spaulding (Harvard University), McGraw-Hill Book Company, Inc., New York, 1939, 377 pages, \$3.

This is one of the reports of the Regents' Inquiry into the education in the State of New York. This inquiry embraced three major undertakings:

1. An analysis of outcomes, methods, and costs of the New York State School system.
2. A critical appraisal of the work now under way.
3. The formulation of policies and programs to deal with immediate and long-range issues and problems.

The logical beginning of a study of the effectiveness of the high school program is an investigation of *what young people are when they leave school*. A systematic appraisal of the qualities and attainments of the leaving pupils of sixty-two high schools was undertaken. An extensive testing program was instituted. (That was nothing new, for we always think of tests when we hear the word "Regents.") In addition, certain schools were studied by specialists who were concerned with methods and materials of instruction. Finally, changes in policy were suggested.

All phases of the secondary school program are covered. We turn first to the chapter on "Preparation for Vocations."

We learn these facts among others: At least three-fourths of the boys and girls who leave high school each year need to make a living as soon as possible; from 17 to 40 per cent of them have no long-range vocational objective; and they had made few plans to get an immediate job.

Vocational tests were not given in this investigation, on the ground that the tests were too "cumbersome."

The school's recommendations of pupils for jobs are based less often on specialized vocational training and more often on high intelligence, favorable personality qualities, and similar factors. Only a minority of pupils receives definite vocational training before graduation. There is little correspondence between the school's judgments and pupils' success on the job.

The hit-and-miss methods employed by graduates in seeking work and their ignorance about jobs are matters for particular concern.

The recommendation is made that "for every pupil who is to complete his formal education in that school, each secondary school ought to pro-

vide a necessary minimum of definite preparation for a vocation." It is not intended, however, that graduates should compete with skilled workers, but that they should have a start—sufficient to get an initial position.

The recommendation is made that emphasis be thrown on general vocational preparation rather than upon training for specific jobs. Because of technological changes, pupils must be ready to make vocational adjustments. We should give our pupils broad economic concepts, the general scientific background of a trade, and the ability to work successfully with others. We must not forget, too, that our pupils are citizens—with increasingly demanding and complex requirements—and that they must adjust to advancing scientific knowledge.

These investigators see, too, the trend toward more post-high school courses in the public schools.

This report gives the reader a broad picture of what secondary education for all the children of all the people can become if fitting it to the realities of life today and tomorrow is kept ever in mind by all educational workers.

What Do You Want For \$1.98?

A Guide to Intelligent Shopping. By Kay Austin, Carrick and Evans, Inc., New York, 1938, 240 pages, \$1.98.

The only implication of the title of this book that makes sense is that it may be an implied criticism of the book itself, which sells for \$1.98. It is not, as its name would suggest to the casual browser, a book about articles costing \$1.98 or less. Instead, it purports to be a *guide to intelligent shopping*. It does not succeed entirely in this capacity. It is, rather, a breezy book with little bits of information about a large variety of subjects.

In thus criticising the title, we do not know the position nor the institutional connections of the writer. It is always easier to evaluate a book when we know something about the background of the writer and the use for which the book is intended. In *What Do You Want for \$1.98?* there is no clue as to the profession of the writer, no preface, and no bibliography.

Mention is made in the first chapter, however, that the book is concerned with the value of merchandise to be bought, with the places where it may be procured, and with the uses to which it may be put. That these purposes cannot be achieved wholly in one small book is self-evident. As a matter of fact, there are a few remarks about each of a large number of topics, scarcely enough to furnish specific buying guides.

Let us take textiles as an example. The chapter on materials is very readable—as are all the chapters. In twenty-one pages, these subjects are covered: Fabrics in general, silk, rayon, wool, linen, lace, cotton, and leather. In the "silk"

section, there is the interesting story of the discovery of silk four thousand years ago when Se-Ling dropped a cocoon into her cup of tea. Next, there is a brief recounting of the life cycle of the silkworm, then, a paragraph on the strength of silk; and another on silk weighting. The burning test is described. This is followed by a paragraph on silk weaves, and a final one on washing directions. Kay Austin, we must agree, has made good use of the limited space allotted to each topic.

Some of the usual chapter topics are: Beauty, new household gadgets, and gifts. Customers and their annoying ways are described in the chapter on "opposite sides of the counter."

The appendix contains information that is not included—so far as we know—in other books for consumers. It is a list of unique services available, with names and addresses of directors. Escort and shopping services are listed, with all kinds of unusual offerings.

The book is written in conversational style. It increases the awareness of the shopper to the problems involved in buying goods and services.

Index to the Teaching of General Business, 1929-1938.

By P. O. Selby, Ph. D. (Northeast Missouri State Teachers College), Research Press, Kirksville, Missouri, 1939, 48 pages, 53 cents.

Dr. Selby has listed a wide variety of teaching materials for workers in junior and senior business training, introduction to business, and consumer-business economics.

These materials include courses of study, books for the teacher and teacher's manuals, textbooks, workbooks, periodical references, research studies, tests, and visual aids. Seventy books are recommended for inclusion in high school libraries.

This list is characterized by its completeness. Not only is the list complete, but in practically all instances, addresses are given from which items may be obtained.

Your Future

A Magazine of Opportunities, American Education Press, Inc., 400 South Front Street, Columbus, Ohio. \$1.50 per year, with quantity rates (published weekly).

The sample copy of *Your Future* (Vol. 1, No. 4, October 3-7, 1938), gives the impression that it is a worthy guidance publication.

Indeed, if our pupils read all the guidance publication available, they will at least *know* about occupational opportunities. It is our job as teachers to help them apply this knowledge.

The October 3-7, 1938, issue of *Your Future* starts with reports of how three recent high school graduates got jobs.



Shorthand Practice Material

THE GREGG WRITER



Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.



Business Has Wings

By ERNEST MINOR PATTERSON

President, American Academy of Political and Social Science

THERE HAS APPEARED in the press the startling announcement that a process has been perfected for spinning and finishing³⁰⁰ rayon thread "800 times faster than methods in use for a generation." This follows a statement of³⁰⁰ only a few weeks earlier, telling of an improvement in the quality of rayon that will add greatly³⁰⁰ to its durability without any sacrifice in its appearance.

The writer is entirely unable³⁰⁰ to discuss these statements critically. He knows too little about the technical aspects of the industry.³⁰⁰ But such announcements as these are common, and many, many times they have been substantially correct, even³⁰⁰ if occasionally there has been some exaggeration or too much optimism. New discoveries of³⁰⁰ an almost unbelievable kind are appearing with great rapidity.

It is clear that no business man can³⁰⁰ afford to relax his efforts merely because he has a well-established market for an old product. He may³⁰⁰ learn, any morning, that a competing product has appeared that will suddenly displace his own. Or a new and³⁰⁰ much cheaper process may be found against which he cannot compete with his present methods. He may find that his "business³⁰⁰ has wings" and has flown away.

Investors, too, need to be alert. Seasoned securities—stocks and bonds in old,³⁰⁰ settled lines of production—may quickly fall in value because of such changes as the ones mentioned above. Even³⁰⁰ the shrewdest of investment specialists are perplexed and find it hard to advise intelligently.

Then there³⁰⁰ are the workers in industry and in agriculture. The other day there came an announcement of a machine³⁰⁰ that would displace

hand labor by going through the corn fields and picking the ears of corn. Whether this will prove a³⁰⁰ practical device is perhaps not yet proven, but if it does the effect on the demand for farm labor will be³⁰⁰ serious. The same may be said of machines for picking cotton.

In industry there is a similar situation.³⁰⁰ Machinery can and does displace labor, and if wages are pushed by union demands to a point where³⁰⁰ machine processes are cheaper, laborers may be discharged. These reductions in employment weaken the bargaining³⁰⁰ power of labor unions. They may easily err in pressing their demands too far. Some employers may be³⁰⁰ literally forced to introduce machinery in order to keep their costs down and avoid bankruptcy. Others³⁰⁰ will feel the pressure from their security holders who are constantly demanding interest and dividends.³⁰⁰

All of us as citizens are concerned. As these shifts come, our public problems are increased in number and in³⁰⁰ size. Modern economic life is so intricate that an important breakdown anywhere affects everybody.³⁰⁰ For example, if modern motor transportation causes serious difficulty and perhaps³⁰⁰ bankruptcy for some of our great railways, the life insurance companies and the savings banks and, through them, a large fraction³⁰⁰ of the public, becomes involved. As citizens we cannot stand idly by. How we should handle the problem³⁰⁰ is debatable, but it is a matter of public concern.

The same is true of labor displacement. It is³⁰⁰ now quite generally agreed that it is a public duty to care in some way for the unemployed, especially³⁰⁰ for those who through no fault of their own are unable to find work. This does not mean that we must accept³⁰⁰ WPA or PWA or ERB or any other special agency now in existence.³⁰⁰ They may have weaknesses and perhaps should be displaced. But either these methods or others will presumably³⁰⁰ be used in the future because of the widespread effects of large scale and continuous unemployment.

New machines⁶⁰⁰ and processes are to be welcomed. Also it should be said that their significance is often exaggerated⁷⁰⁰ by ballyhoo. Nevertheless they are raising acute problems for all of us. (716)

The Other Person's Rights

From "The Go-Giver" by Vash Young

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1. Place the other person's rights ahead of your own. This will eliminate the danger of wrong actions based on sheer²⁰ selfishness.
2. Don't attempt to dominate. The best salesmanship is that which results in the buyer's belief that he⁴⁰ sold himself.
3. Don't belittle the other person's objections or point of view. Show him due respect. If wrong, his⁶⁰ incorrect position is an even greater obstacle in his way than in yours. Go-giving is the only⁸⁰ satisfactory remedy. Give him a correct idea to replace an incorrect one.
4. Don't argue or give in¹⁰⁰ to excitement. Both indicate that you are not sure of your cause.
5. Don't misrepresent or stretch the truth. You are sure¹²⁰ to be caught or have your statements discounted.
6. Don't force the sale to a hasty conclusion just because you see the¹⁴⁰ other person coming around your way. It is better to be patient and get an order on the next call than¹⁶⁰ to force a sale and find a cancellation in the mail on your return to the office. (176)

Keepers of the Light

From "S. O. S.," a Book of Sea Adventure

By DAVID MASTERS

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PART III

THAT SUNDAY, while the church bell of Bembridge called the people to *worship*, the gale raged even worse. One or two gallant²⁰ fishermen tried to brave it, but they had to give it up. A lull of half an hour would have allowed a motor boat⁴⁰ to rush to the fort and back again, but the gale continued. It was not just a gust or two, but one of the worst,⁶⁰ a right royal gale known locally as a Royal Easter!

The lighthouse keeper and his *wife* watched *anxiously*, and⁸⁰ even more anxiously as darkness approached. Once more the light awakened to life, and they were relieved in mind and *proud*¹⁰⁰ of the young girl who was so bravely playing her part out there on that storm-swept strip of shingle.

All Sunday night the¹²⁰ gale screamed without

abating one jot. It blew hard all day Monday and throughout the night. But the light flashed out faithfully.¹⁴⁰ Ethel Langton wound the mechanism which kept it flashing from dusk to dawn.

Those ashore knew that the young girl's¹⁶⁰ position by now must be *desperate*. She had been alone in the fort for three days. The lighthouse keeper *discussed*¹⁸⁰ the situation with the coastguards and the fishermen.

"We've got to get back somehow," he said. "She must be starving!"²⁰⁰

Early on Tuesday afternoon George Attwell and his brother Fred *decided* to make a rush for it with George Slight,²²⁰ in their motor boat. They put some food in a sack and started out of the harbor. Directly they showed their noses²⁴⁰ outside they were tossed about unmercifully by the big seas, but they held on to the fort, only to find that²⁶⁰ they could not possibly get alongside. Had they attempted to do so their boat would have been smashed to pieces by²⁸⁰ the waves. They managed, *however*, to maneuver very skilfully towards the shoal, when one of them, seizing his³⁰⁰ opportunity, was obliged to jump overboard up to his waist in the sea. Holding the sack in his arms, he waded³²⁰ to the ladder and handed it up to the waiting girl, before getting safely away and returning to³⁴⁰ Bembridge.

Unaware of their gallant feat, Mr. Langton was reduced almost to *desperation*. There appeared to³⁶⁰ be only one way for him to get back and save the situation, and that was by lifeboat. So the lifeboat crew³⁸⁰ were called out, and the lifeboat, with Mr. and Mrs. Langton aboard, went to the rescue of the lighthouse keeper's⁴⁰⁰ daughter. They *succeeded* in landing at the fort about *five o'clock* and found her well and not at all upset by⁴²⁰ her lonely vigil.

"It was hard to get Ethel to speak about it," wrote Mr. Langton to me. "She always was⁴⁴⁰ a plucky kid; but to open and shut that iron door to get in and out of the lantern in a gale is a man's⁴⁶⁰ job. To do it without food or fire, and bitterly cold—I have only one word for it—guts! I have tended the⁴⁸⁰ light for fifteen years, and I know."

So seldom is Lloyd's Medal won by a woman, that up till then only three had⁵⁰⁰ been *awarded*; but the courage and devotion of Miss Ethel Langton were so outstanding that the Committee⁵²⁰ of Lloyd's were proud to honor her with their Meritorious Medal in bronze.

For three days and nights this young *English*⁵⁴⁰ girl remained cut off from the land and all converse with human beings, while the gale shrieked and the waves, thundering against⁵⁶⁰ the fort, filled the air with spray. Hunger assailed her, cold *afflicted* her, but she was *unafraid*. Her youthful hand⁵⁸⁰ tended the lamp and set the guiding light shining over the waters.

That is the spirit of *England*. (598)

(The end)

If Each Workman Borrowed \$9,000

From Linotype's "Shining Lines"

DURING THE handicraft age it was possible for each workman to own his own tools. Some people argue that the³⁰ workman of today should also own his own tools. It might be a good thing for the country as a whole if that were⁴⁰ possible, but fortunately or unfortunately, it is not possible. Before work can be provided⁵⁰ for the average industrial employee, between eight and nine thousand dollars must be invested. In⁶⁰ addition to paying a worker his wages, interest in the form of dividends must also be paid to the⁷⁰ person or persons who invest those thousands of dollars with which the equipment for the worker has been bought. And⁸⁰ tools wear out—so depreciation also enters the problem. Or better tools are invented and obsolescence⁹⁰ is a factor.

Here is a thought that should be fastened in the minds of all employees. Employers should say to¹⁰⁰ them, "If a person offered to lend each of you nine thousand dollars to go into a business which you felt you¹¹⁰ were capable of running, and out of which you felt you could earn a living, you would agree to guarantee¹²⁰ to that person a reasonable return on the amount so loaned. There isn't any question about that, is there?¹³⁰ If the amount loaned were all that that person possessed, he could not lend the money or live unless he obtained some¹⁴⁰ return on it. If as little as six per cent were paid, the return would amount to about five hundred and forty¹⁵⁰ dollars a year, whereas the one to whom the money was loaned, because of his ability as a manager,¹⁶⁰ might be able to produce an earning power for himself which would represent three or four times that amount.¹⁷⁰ There would be other years, though, when instead of making a profit on that investment, you would suffer severe losses."¹⁸⁰

Working for wages is a considerably simpler job than that of managing money and equipment¹⁹⁰ so that wages and dividends may be earned and paid. (349)

Send Out Your Ships

WHEN the ships of yesteryear sailed out of Salem for China and the Indies the captain's relatives, friends, and business²⁰ acquaintances included their ventures in the cargo. Some sent articles of merchandise. Some sent silver³⁰ dollars to be invested in silks and spices and sandalwood for disposal in the home market at a profit.⁴⁰

This is where the familiar phrase, "Wait until my ship comes in" originated. But these hardy Yankee folk⁵⁰ did not expect to reap a reward without venturing something. They knew that they could not expect a ship to come⁶⁰ in with treasure for them unless they sent a ship out.

The future belongs to those daring adventurers

who sail⁷⁰ their ships boldly into the years ahead; to those who are not afraid to venture new ideas; to those who have the⁸⁰ courage to try for big things; to those who gave themselves unselfishly to their chosen tasks.

Whoever we are,⁹⁰ wherever we are, let us send out our ships. Let us venture high purposes and shining ideals. Let us venture our¹⁰⁰ abilities and energies. With such ventures aboard the Ship of Today, we need have no fear for the tomorrows. (200)—*Wilfred Peterson, in the "Friendly Adventurer."*

CONCENTRATION and achievement are twins—Kreisler and the violin, Burbank and plants, Ford and automobiles, Mayo²⁰ and surgery, Rembrandt and painting, George Arliss and acting. Nothing can stop the flaming brilliancy of³⁰ concentrated effort. Know what you want to do and be—then concentrate.—*Selected.* (52)

Graded Dictation

Based on the 5000 Most-Used Words

By CLARA HELLICKSEN

CHAPTER SEVEN

UNIT 19. It was his intention to attend a tennis match in a distant city tonight. The captain was the victim²⁰ of an intensely bitter attack in the Bulletin. It contains an item denying that there is any³⁰ evidence of danger to the freedom of the tiny mountain kingdom. The audience at the Temple was so⁴⁰ much under the estimated attendance that, patently, there is wisdom in discontinuing the Extension⁵⁰ Course temporarily. (85)

Dear Madam: I do not know when I have seen such a handsome display of satin gowns in a medium-priced line²⁰ as the costumes you are exhibiting. I do not see how your dinner dresses could be beaten for style and value.³⁰ I don't know how many we shall need of them. I would like you to make up at once five dozen of that button⁴⁰-trimmed cotton frock you showed me tonight. In due course you will receive the other order; it may be tomorrow.⁵⁰ Cordially yours, (83)

UNIT 20. The chairman of the Board was not surprised to learn that the urgent call from his brother's firm had brought the attorney²⁰ to Western Reserve University when court adjourned, to ascertain why they had not repaired his quarters after³⁰ the dormitory burned. Her father owned a large farm in the eastern corner of the state, which is worth thousands.⁴⁰

Dear Mother: It is absurd for you to be nervous about our starting on our journey Thursday because you have²⁰ heard that storm warnings have been posted in the Southern States. And be-

cause the thermometer in the Northern part of⁴⁰ the country falls below zero and this third blizzard is the worst the farmers there can remember, neither of us⁶⁰ need be concerned. The weather is certain to turn warmer and be normal before we get very far. Don't worry!⁸⁰ Charlotte (81)

UNIT 21. This cottage is the most beautifully furnished in the village. Though dreadfully lonely in a foreign land, she²⁰ manages to keep wonderfully cheerful and hopeful. You should not forget that we ourselves would not go on⁴⁰ forever without completing one successful voyage. They notified him that he would receive his percentage of⁶⁰ the profits for serving so faithfully in the management of the furniture store. He was gratified by that⁸⁰ encouraging message. (84)

Dear Leonard: I have some goods in storage that I would be thankful to have you deliver to my cottage before³⁰ my marriage. Will you also see to it yourself that the furnace is in working order and that any damages⁴⁰ are carefully repaired. Joe. (46)

CHAPTER EIGHT

UNIT 22. He insists that the residents' earnest protest against the cost of such a project is inconsistent. It is³⁰ evident that is not just the test by which to select a competent artist. Incidentally, the president⁴⁰ told me it is a fact that Robert was the best student they had had in the past five years. It is the biggest⁶⁰ and oldest college of its kind in existence in the Northwest and has the finest course in chemistry on the Coast. (80)

Dear Mr. Stanton: To protect our investment in this new product, we must work fast to detect any defects²⁰ and make the last adjustments necessary before the rest in the contest get their patent papers posted. You⁴⁰ are so constantly intent on conducting tests, you may not realize that we have exactly ten days more in⁶⁰ which to act. No time is to be lost. Sincerely yours, (69)

UNIT 23. I have recommended that the amendment be adopted. It is needless for you to pretend you do not know²⁰ that our funds are exhausted. How many pounds of that compound does he intend using? He admitted he admired⁴⁰ the author of the adventure story tremendously but had advised him it was useless to submit it at⁶⁰ present. They requested us to advance money to those helpless people. How disgusted we were to learn that they⁸⁰ had been careless enough to extend credit on a worthless substance which, without an expert's advice, they took for¹⁰⁰ a diamond. (102)

Gentlemen: Would it be advisable to apply my dividends toward my next payment, or to let them compound?²⁰ Your advance notice has just reminded me that your bill also demands attention at once. To pay cash I should⁴⁰ have to request that the time be extended a few days beyond the

due date. Could this be arranged? I hope to hear⁶⁰ from you at an early date. Yours sincerely, (68)

UNIT 24. Dear Miss Carter: I am glad to say in reply to your inquiry that it will not be out of the question to²⁰ extend the due date of your payment for a day or two or a week or two—for another thirty days if you⁴⁰ want to do so. There is little or nothing that ought to be done in the matter; that is to say, it is more or⁶⁰ less routine handling it in such a manner. One of our special forms is enclosed, made out to show the small charge to⁸⁰ cover carrying it up to the time to which it is now extended. I should like to have you fill in the blank¹⁰⁰ spaces on the form and return it in a day or two, so that we can complete our records before Friday. I¹²⁰ am of the opinion that for the time being it is best not to use your accrued dividends. Yours truly, (139)

The Road to Success

By DOROTHY DIX

[The following article from the pen of the highest paid newspaper woman in the world appeared in hundreds of newspapers and is being reprinted by request from an earlier issue of THE GREGG WRITER.]

JOHN ROBERT GREGG—the man who put the extra short in shorthand—was asked to address the graduating class of the²⁰ secretarial course of the Central Y. W. C. A. in New York. Wishing to give these girls some really⁴⁰ practical and useful advice instead of the usual flubdub platitudes that are handed to the sweet girl⁶⁰ graduate on such occasions, Mr. Gregg asked a number of business men with whom he habitually lunches⁸⁰ what he should say.

"If you had a daughter in that class and she was just starting to make her way in the world, what¹⁰⁰ counsel would you give her?" he asked.

The first man said: "Tell these girls that the inherited housekeeping instinct of woman²⁰ for orderliness is infinitely valuable in business, and to develop that to its highest⁴⁰ power. You know at home it is always 'mother' who can lay her hand on anything that is wanted and can find⁶⁰ in the dark the hat or the coat that you have turned out three closets and all the bureau drawers looking for in vain. And⁸⁰ it's mother who reminds you of the birthdays and anniversaries, and that you are going to the Smithers for¹⁰⁰ dinner, and have promised to show up at the church bazaar.

"Believe me, the feminine faculty for sleuthing and²⁰ remembering is just as valuable in an office as it is at home, and my own secretary adds⁴⁰ immensely to my comfort and efficiency by keeping my office and papers in apple-pie order and⁶⁰ calling my attention to my appointments."

The next man said: "Be sure to tell the girls to dress in a businesslike²⁰ manner. Tell them

not to wear peek-a-boo waists, and high-heeled shoes and not to be extravagant with paint and powder.³²⁰ This doesn't mean that they are to dress like imitation men, or to go dowdy and sloppy.

"A business man likes³²⁰ to see his women employees neatly dressed, but not dolled up as if they were going to a party. For a girl³⁶⁰ to come to work in a low-necked gown with a camouflaged complexion, and loaded down with jewelry, destroys her³⁶⁰ employer's faith in her efficiency."

Another man said: "Tell them nothing is more important than that they should³⁸⁰ give absolute loyalty to their employers, and keep a close mouth about office matters. It is because women⁴⁰⁰ chatter too much that many men are afraid to have them in confidential positions. Why, not long ago⁴²⁰ in an elevator I heard a stenographer give away a really vital piece of information⁴⁴⁰ concerning a big deal that her employer is trying to put over, and she did it without any idea⁴⁶⁰ that she was committing the unforgivable sin in business."

One man said: "The greatest fault I have to find with⁴⁸⁰ the girls who come to our office from school is that they think they know exactly how things should be done. They believe that⁵⁰⁰ the way they are taught in school is the only way to do things, and resent being asked to conform to the customs⁵²⁰ of the office when these customs differ from their school course. They don't realize that while the school may be more up to⁵⁴⁰ date in some respects, it is not always possible to change the methods of a big corporation."

Another man⁵⁶⁰ said: "Tell the girls to learn adaptability and to cultivate initiative. That's where most girls fail.⁵⁸⁰ They are timid about making any change, or making suggestions that would simplify the work."

Another man⁶⁰⁰ said: "Tell the girls to come to the office with a clean face, without make-up, for much depends upon their appearance.⁶²⁰ Then tell them to cultivate an agreeable personality, a friendly smile without coquetry, and to⁶⁴⁰ show that they are interested in their work. There is nothing that a business man likes to see about him so much⁶⁶⁰ as cheerful, happy workers, who are enthusiastic about their jobs, and who make him feel that they are pulling⁶⁸⁰ with him and trying to make the business a success. Then tell the girls to give full measure of service the first⁷⁰⁰ consideration, and not to think of the remuneration first and the amount of work necessary to get⁷²⁰ it afterward. Nobody, either man or woman, ever 'arrives' who doesn't do a little more than he or⁷⁴⁰ she is paid for, especially at the beginning of the game."

Another man said: "Impress on the girls the value⁷⁶⁰ of time. Most women are time wasters, because domestic life is not run on a schedule, and five or ten minutes⁷⁸⁰ doesn't seem to count much. In an office that is different. I estimate that I lose the services of two⁸⁰⁰ women every day through the time that the employees in my office

spend in primping in the morning before⁸²⁰ they settle down to their work. Also impress on the girls that they make a terrible mistake in slighting their work⁸⁴⁰ and refusing to learn to do it thoroughly because they regard it as temporary, for it often lasts⁸⁶⁰ much longer than they expect, and sometimes the man never comes along at all. Besides, interest in their work makes⁸⁸⁰ the day pass more pleasantly and draws down the good pay envelope."

Another man said: "Tell them that they won't get their⁹⁰⁰ salaries increased by making goo-goo eyes at the boss."

And there you are, girls. These are the real opinions of real⁹²⁰ business men on how to succeed. Think it over. (930)

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April

From "The Death of the Almanac"

By HENRY WARD BEECHER

THE SINGING MONTH. Many voices of many birds call for resurrection over the graves of flowers, and they come³⁰ forth. Go, see what they have lost. What have ice, and snow, and storm done unto them? How did they fall into the earth, stripped and⁶⁰ bare? How did they come forth, opening and glorified? Is it, then, so fear-

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ful a thing to lie in the grave? In its⁶⁰ wild career, shaking and scourged of storms through its orbit, the earth has scattered away no treasures. The Hand that governs⁸⁰ in April governed in January. You have not lost what God has only hidden. You lose nothing in struggle,¹⁰⁰ in trial, in bitter distress. (105)

The Million-Pound Bank Note

By MARK TWAIN

From "The Man that Corrupted Hadleyburg"

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PART IV

ALL THE⁴⁴⁰ WAY home I was in the clouds, Hastings talking, I not hearing a word. When he and I entered my parlor, he brought⁴⁶⁰ me to myself with his fervent appreciations of my manifold comforts and luxuries.

Plague take it! It⁴⁸⁰ scared me broad awake, and made me comprehend that I was standing on a half-inch crust, with a crater underneath.⁴⁹⁰ Deep in debt, not a cent in the world, a lovely girl's happiness or woe in my hands, and nothing in front of me⁴⁹⁰ but a salary which might never—oh, would never—materialize!

"Henry, the mere unconsidered drippings⁴⁵⁰ of your daily income would—"

"Oh, my daily income! Here, sit down, Lloyd, and unreel your story."

"Unreel it? What, again?⁴⁵⁰ Didn't I tell you the whole story on the way here?"

"You?"

"Yes, I."

"I'll be hanged if I heard a word of it."

"Henry,⁴⁸⁰ this is a serious thing. What did you take up yonder at the minister's?"

Then it all flashed on me, and I⁴⁹⁰ owned up like a man.

"I took the dearest girl in this world—prisoner!"

So then he came with a rush, and we shook, and⁴⁹⁰ shook, and shook till our hands ached; and he didn't blame me for not having heard a word of a story which had lasted⁴⁹⁰ while we walked three miles. He just sat down then, like the patient, good fellow he was, and told it all over again.⁴⁹⁰ Synopsized, it amounted to this: He had come to England with what he thought was a grand opportunity; he had⁴⁹⁰ an "option" to sell the Gould and Curry Extension for the "locators" of it, and keep all he could get over⁴⁷⁰⁰ a million dollars. He had worked hard, and pulled every wire he knew of, had left no honest expedient untried,⁴⁷³⁰ had spent nearly all the money he had in the world, had not been able to get a solitary capitalist⁴⁷⁴⁰ to listen to him, and his option would run out at the end of the month. In a word, he was ruined. Then⁴⁷⁰⁰ he jumped up and cried out:

"Henry, you can save me! And you're the only man in the universe that can. Won't you do⁴⁷⁸⁰ it?"

"Tell me how. Speak out, my boy."

"Give me a million and my passage home for my 'option'! Don't, don't refuse!"

I was⁴⁹⁰⁰ in a kind of agony. I was right on the point of coming out with the words, "Lloyd, I'm a pauper myself⁴⁸³⁰—absolutely penniless, and in debt!" But a white-hot idea came flaming through my head, and I gripped my jaws together,⁴⁸⁴⁰ and calmed myself down till I was as cold as a capitalist. Then I said, in a commercial and self-possessed⁴⁸⁹⁰ way:

"I will save you, Lloyd—"

"Then I'm already saved! If ever I—"

"Let me finish, Lloyd. I will save you, but not⁴⁸⁸⁰ in that way; for that would not be fair to you, after your hard work, and the risks you've run. I don't need to buy mines; I⁴⁹⁰⁰ can keep my capital moving, in a commercial center like London, without that; it's what I'm at, all the time;⁴⁹²⁰ but here is what I'll do. I know all about that mine, of course; I know its immense value, and can swear to it if⁴⁹⁴⁰ anybody wishes it. You shall sell out inside of the fortnight for three millions cash, using my name freely,⁴⁹⁶⁰ and we'll divide, share and share alike."

Do you know, he would have danced the furniture to kindling wood in his insane⁴⁹⁸⁰ joy, and broken everything in the place, if I hadn't tripped him and tied him.

Then he lay there, perfectly happy,⁵⁰⁰⁰ saying:

"I may use your name! Your name—think of

it! Man, they'll flock in droves, these rich Londoners; they'll *fight* for that stock!⁵⁰²⁰ I'm a made man, and I'll never forget you as long as I live!"

In less than twenty-four hours London was abuzz!⁵⁰⁴⁰ I hadn't anything to do, day after day, but sit at home, and say to all comers:

"Yes; I told him to refer⁵⁰⁶⁰ to me. I know the man, and I know the mine. His character is above reproach, and the mine is worth far more⁵⁰⁸⁰ than he asks for it."

Meantime I spent all my evenings at the minister's with Portia. I didn't say a word to⁵¹⁰⁰ her about the mine; I saved it for a surprise. We talked salary; never anything but salary and love;⁵¹²⁰ sometimes love, sometimes salary; sometimes love and salary together. And my! the interest the minister's⁵¹⁴⁰ wife and daughter took in our little affair, and the endless ingenuities they invented to save us from⁵¹⁶⁰ interruption, and to keep the minister in the dark and unsuspecting.

When the month was up at last, I had⁵¹⁸⁰ a million dollars to my credit in the London and County Bank, and Hastings was fixed in the same way. Dressed at⁵²⁰⁰ my level best, I drove by the house in Portland Place, judged by the look of things that my birds were home again, went on⁵²²⁰ towards the minister's house and got my precious, and we started back, talking salary with all our might. She was so⁵²⁴⁰ excited and anxious that it made her just intolerably beautiful.

We were ushered in by that same servant,⁵²⁶⁰ and there they were, the two old gentlemen. Of course, they were surprised to see that wonderful creature with me, but⁵²⁸⁰ I said:

"It's all right, gentlemen; she is my future stay and helpmate."

And I introduced them to her, and called them⁵³⁰⁰ by name. It didn't surprise them; they knew I would know enough to consult the directory. They seated us, and⁵³²⁰ were very polite to me, and very solicitous to relieve her from embarrassment, and put her as much⁵³⁴⁰ at ease as they could. Then I said:

"Gentlemen, I am ready to report."

"We are glad to hear it," said *my* man, "for⁵³⁶⁰ now we can decide the bet which my brother Abel and I made. If you have won for me, you shall have any⁵³⁸⁰ situation in my gift. Have you the million-pound note?"

"Here it is, sir," and I handed it to him.

"I've won!" he⁵⁴⁰⁰ shouted, and slapped Abel on the back. "Now what do you say, brother?"

"I say he *did* survive, and I've lost twenty thousand⁵⁴²⁰ pounds. I never would have believed it."

"I've a further report to make," I said, "and a pretty long one. I want⁵⁴⁴⁰ you to let me come soon, and detail my whole month's history; and I promise you it's worth hearing. Meantime, take a⁵⁴⁶⁰ look at that."

"What, man! Certificate of deposit for £200,000. Is it yours?"

"Mine. I earned it by⁵⁴⁸⁰ thirty days' judicious use of that little loan you let me have. And the only use I made of it was to buy⁵⁵⁰⁰ trifles and offer the bill in change."

"Come, this is astonishing! It's incredible, man!"

"Never mind, I'll prove it.⁵⁵²⁰ Don't take my word unsupported."

But now Portia's turn was come to be surprised. Her eyes were spread wide, and she said:

"Henry,⁵⁵⁴⁰ is that really your money? Have you been fibbing to me?"

"I have, indeed, dearie. But you'll forgive me, I know."⁵⁵⁶⁰

She put up an arch pout, and said:

"Don't you be so sure. You are a naughty thing to deceive me so!"

"Oh, you'll get over⁵⁵⁸⁰ it, sweetheart, you'll get over it; it was only fun, you know. Come, let's be going."

"But wait, wait! The situation,⁵⁶⁰⁰ you know. I want to give you the situation," said my man.

"Well," I said, "I'm just as grateful as I can be,⁵⁶²⁰ but really I don't want one."

"But you can have the very choicest one in my gift."

"Thanks again, with all my heart; but⁵⁶⁴⁰ I don't even want *that* one."

"Henry, I'm ashamed of you. You don't half thank the good gentleman. May I do it for⁵⁶⁸⁰ you?"

"Indeed, you shall, dear, if you can improve it. Let us see you try."

She walked to my man, got up in his lap, put⁵⁶⁸⁰ her arm round his neck, and kissed him right on the mouth. Then the two old gentlemen shouted with laughter, but I was⁵⁷⁰⁰ dumbfounded, just petrified, as you may say. Portia said:

"Papa, he has said you haven't a situation in your⁵⁷²⁰ gift that he'd take; and I feel just as hurt as—"

"My darling, is that your papa?"

"Yes; he's my step-papa, and the dearest⁵⁷⁴⁰ one that ever was. You understand now, don't you, why I was able to laugh when you told me at the minister's,⁵⁷⁶⁰ not knowing my relationships, what trouble and worry papa's and Uncle Abel's scheme was giving you?"

Of⁵⁷⁸⁰ course, I spoke right up now, without any fooling, and went straight to the point.

"Oh, my dearest dear sir, I want to take⁵⁸⁰⁰ back what I said. You *have* got a situation open that I want."

"Name it."

"Son-in-law."

"Well, well, well! But you know,⁵⁸²⁰ if you haven't ever served in that capacity, you, of course, can't furnish recommendations of a sort

to⁸⁴⁰ satisfy the conditions of the contract, and so—"

"Try me—oh, do, I beg of you! Only just try me thirty⁵⁸⁰ or forty years, and if—"

"Oh, well, all right; it's but a little thing to ask—take her along."

Happy, we two? There are⁵⁸⁰ not words enough in the unabridged to describe it. And when London got the whole history, a day or two later,⁸⁰⁰ of my month's adventures with that bank note, and how they ended, did London talk, and have a good time? Yes.

My Portia's⁵⁹⁰ papa took that friendly and hospitable bill back to the Bank of England and cashed it; then the Bank canceled⁵⁹⁰ it and made him a present of it, and he gave it to us at our wedding, and it has always hung in its frame¹⁰⁰ in the sacredest place in our home ever since. For it gave me my Portia. But for it I could not have remained⁵⁹⁰ in London, would not have appeared at the minister's, never should have met her. And so I always say, "Yes, it's a⁶⁰⁰ million-pounder, as you see; but it never made but one purchase in its life, and *then* got the article for only⁶²⁰ about a tenth part of its value." (6027)

(The end)

Actual Business Letters

Printing Trade Correspondence

Baker Press, Incorporated,
652 Federal Street
Chicago, Illinois

Gentlemen:

If⁹⁰ a vote were taken to determine the matters most troublesome to composing room executives in general,⁴⁰ the chances are that these three would head the list: Mounting production costs, late copy, peak loads. It seems reasonable⁶⁰ to assume that the same problems confront you as well.

Let us urge that you seriously consider the Mohr⁸⁰ Saw as an aid in meeting these three composing room problems. It is daily proving to be, in hundreds of plants¹⁰⁰ like your own, (1) an invaluable means of saving time (holding down production costs); (2) a short-cut method¹²⁰ of producing odd-measure composition (minimizing the effects of late copy); and (3) a genuine¹⁴⁰ help at peak-load periods (eliminating waste motion and leaving more time for necessary operations.)¹⁶⁰

You'll find additional information bearing on these points in the leaflet enclosed. If you have more specific¹⁸⁰ questions we'll be glad to answer them; or you may talk it over with the Linotype or Intertype²⁰⁰ representative who serves you—he is your Mohr Saw representative as well. Better yet, why not let him arrange a²²⁰ demonstration at your convenience—there's a Mohr Saw on operating display at the Intertype or Linotype²⁴⁰ exhibition rooms nearest you.

Very truly yours, (250)

A. Smythe and Company
Seventh and Elm Streets
Cincinnati, Ohio

Gentlemen:

Have you stopped to consider²⁰ what an important part your letterhead plays in creating the right sort of impression on all who see it? Of⁴⁰ course the person to whom your message is addressed is the first to receive this impression. You do not know, however,⁶⁰ how many others whose good opinion you desire may see it and pass judgment on it.

Since 1850⁸⁰ we have been assisting businessmen to make the most of their opportunities thus consistently¹⁰⁰ afforded and to represent your house as you would be represented.

Lithographed letterheads are very popular.¹²⁰ The enclosed specimens show some of our work of this type. We invite you again to send us one of your present¹⁴⁰ letterheads so that we may present a suggestion for your consideration.

Very truly yours, (159)

By Wits and Wags

Lazy Boy: I am always tired on the first of April.

Friend: Why?

Lazy Boy: Who wouldn't be after a March of⁷⁰ 31 days? (23)

Tenant: The roof is so bad that it rains on my head. How long is this going to continue?

Landlord: What do you²⁰ think I am—a weather prophet? (26)

Clerk (showing customer golf stockings): Wonderful value, sir. Worth double the money. Latest pattern, fast colors,²⁰ hole proof, won't shrink, and it's a good yarn.

Customer: Yes, and very well told. (33)

Little Boy: Phew! It's awful hot for spring.

Little Girl: You ought to be thankful it's no worse. S'pose we lived in²⁰ Arkansas. Wouldn't that be awful?

Little Boy: Arkansas? Why?

Little Girl: You'd better study your geography⁴⁰ lesson. The geography says Arkansas is famous for its hot springs. (53)

Freshman: Say what's the idea of your wearing my raincoat?

Roommate: Well, you wouldn't want your new suit to get wet, would you? (20)

As soon as the traveling salesman entered the office, said the manager hurriedly, "I am sorry, but I³⁰ cannot see you today."

"Well," replied the salesman, "it's lucky I called here. I represent a firm of spectacle⁴⁰ makers." (41)

"I don't see why you haggle so about the price with the tailor—you'll never pay him anyhow."

"But I'm conscientious.³⁰ I don't want the poor fellow to lose more than is necessary." (33)

The Mice in Council

(Junior O.G.A. Test for April)

ONCE UPON A TIME the mice, being sadly annoyed by the cat, resolved to call a meeting to see by what means³⁰ they could get rid of her. Many plans were suggested; then a young mouse got up and presented the idea of hanging⁴⁰ a bell on the cat's neck.

This was hailed with much applause and was agreed to immediately. Then an old mouse,⁶⁰ who before now had remained without speaking, got up and said that he considered this idea most ingenious,⁸⁰ but he wondered which of them was going to bell the cat? (90)

Spring

(April O. G. A. Membership Test)

ANY FOOL can stand upon a hill in the country and be aware that grass is up and trees have begun to bud;²⁰ but in the city spring is served *à la carte* not heaping portions. Back of my farm lie heavy woods, yet⁴⁰ none of these trees appeals to me so deeply as a scrubby sapling which grew in the back yard of my house in the⁶⁰ city—when a tree digs its roots down among water pipes and gas mains and thrusts its way up through dust and cinders, that's⁸⁰ something. I think that never blooms a tulip quite so red as that which shows its head in a Park Avenue flower¹⁰⁰ bed directed the traffic. We Manhattan nature lovers love her best because we know so little about her. (119)—*Heywood Brown*

Transcription Speed Project

Dear Mr. Henry:

April is here, and softened winds are drying out the soil in flower beds and borders. Soon the³⁰ warm earth will crumble easily in your fingers, and then your flower seeds must go into the ground at once.

Two⁶⁰ considerations are of utmost importance now: Select the flower varieties best suited to your garden⁸⁰ picture, and make sure they receive proper treatment in planting.

In our special booklet you will find detailed

stories⁹⁰ on Petunias, Marigolds, and Roses. The first two deserve particular care in ordering this year, for¹⁰⁰ vast changes and improvements have been made by flower experts. We've had our experts tell you how to select your Roses,¹²⁰ how to plant them and how to care for them so that your reward will be great and your trouble reduced to a happy¹⁴⁰ minimum. Just return the enclosed card and this booklet will be sent you.

Very truly yours, (157)

Dear Mr. Lake:

Be a doctor to your garden. Keep it continuously in such a state of robust health that²⁰ bugs will pass it mournfully by and disease make no inroads. Start now when plants are waking from their sleep. It has been⁴⁰ a long winter, and unless the garden is fed and nourished early it cannot be expected to furnish fine⁶⁰ flowers. No hit or miss diet should be used. General health follows a comprehensive system of fertilization⁸⁰ begun with soil conditioning before planting. In addition, a corrective feeding must be undertaken¹⁰⁰ to counteract special tendencies visible after the rest period. Certain elements give certain¹²⁰ results, and the intelligent gardener uses each according to apparent needs. We can help you if¹⁴⁰ you drop us a line.

Very truly yours, (147)

Through Actual Employment

A N unusual experiment in occupational practice has been carried on for three winters at Stoneleigh College, Rye, New Hampshire. Students in this junior college for girls engage in individual vocational projects during a period of five weeks, when no classes are held. The plan is described in a booklet entitled "The Winter Project."

The girls range far afield for their jobs; during the 1938 winter project, they reported for work in cities in Massachusetts, Ontario, New York, Connecticut, New Hampshire, Pennsylvania, Maine, Ohio, New Jersey, Illinois, North Carolina, and California.

The college insists that students try to obtain their own work for the project period. Of first-year students, 26 per cent found jobs without assistance; 47 per cent of the second-year students found their own employment. Experience, rather than remuneration, is emphasized.

According to the girls themselves, the results of the projects were most enlightening. The students began to realize the cost of living away from home; they learned to take instructions, work on schedule, and put forth sustained effort. Some became convinced that they had chosen their careers wisely, and a few discovered that they had no inclination toward office work.

Miss Carolyn E. Chapman is director of the secretarial department at Stoneleigh.